



Students experiences of Enterprise Education at Leeds Metropolitan University

A global evaluation undertaken on behalf of the
Institute for Enterprise

Victoria Harte Research Officer
&
Prof Jim Stewart
Institute for Enterprise
March 2010

Contents	Page
1.0 Introduction	1
1.1 Students experiences of enterprise education	1
2.0 Age and gender of participants	2
2.1 Age distribution of participants	2
2.2 Gender of participants	3
3.0 Awareness and potential of enterprise	5
4.0 Enterprise characteristics	5
5.0 Self-employment & parents self-employed	7
6.0 Qualitative data	12
7.0 Conclusions	17

List of tables, charts and appendices

Tables	Page
Table 1.0 Breakdown of responses X Faculty, Degree, Module, Year and no of responses	1
Table 2.0 Age X Gender	3
Table 2.1 Age X Year of Study	3
Table 2.2 Gender	4
Table 2.3 Gender X Module	4
Table 3.0 Awareness and potential of enterprise	5
Table 4.0 Student's perceptions of enterprise characteristics learned	6
Table 5.0 Mother is self-employed	7
Table 5.1 Father is self-employed	7
Table 5.2 Mother self-employed X considering self-employment	7
Table 5.3 Father self-employed X considering self-employment	8
Table 5.4 Considered self-employment after graduating?	8
Table 5.5 How soon are you planning to start-up your own business after graduation?	9
Table 5.6 How soon are you planning to start-up your own business X Age	9
Table 5.7 How long you have been self-employed X Mother self-employed	9
Table 5.8 How long you have been self-employed X Father self-employed	10
Table 5.9 Total percentage of students in self-employment	10
Table 5.10 Module name X how long been self-employed	10
Table 5.11 Age X Please say how long you have been self-employed	11
Table 5.12 Gender X Please say how long you have been self-employed	11
Table 5.13 Year of Study X Please say how long you have been self-employed	11
Table 6.0 Qualitative data order	15

Charts

Chart 2.0	Age breakdown	2
Chart 2.1	Year of Study X Please say how long you have been self-employed	4

Appendices

Appendix 1	Copy of questionnaire	21
Appendix 2	Module X Course Name	22
Appendix 3	Quantitative and qualitative data on individual modules	23

1. Introduction

This report outlines data collected from students across a broad range of subject disciplines in various Faculties within Leeds Met following the distribution of a questionnaire, designed specifically to obtain data on student experiences of enterprise education. The questionnaire can be found in Appendix 1.

1.1 Students experiences of enterprise education

While the distribution was spread across most subject disciplines within the University there is a concentration in particular subject disciplines, largely relating to the volume of enterprise and related modules taught within those disciplines. However, initial take-up from lecturers to secure student participation did not materialise in some subject disciplines, despite previous assurances. One area where students' responses were not returned from was Innovation North despite numerous attempts to secure participation.

The subject disciplines that participated in the study are as follows and are broken down by faculty, the name of the module, year of study and sample size. The total number of questionnaires returned was 129. The full percentage breakdown is in Appendix 2.

Faculty	Degree	Module	Year	N=
Business & Law	Business and HRM	Business Analysis and Practice	2	3
Business & Law	Business Studies	Business Analysis and Practice	2	5
Business & Law	Economics for Business	Business Analysis and Practice	2	4
Business & Law	HND Business Management	Business Simulation	2	11
Business & Law	IPOS Business	Entrepreneurship	4	1
Business & Law	Masters in International Business	Entrepreneurship	4	33
Carnegie	Sports Business Management	Business Enterprise Planning	1	45
Carnegie	Sports Business Management	Strategic Marketing	3	19
Health	Physiotherapy	Policy and Management	3	5
Health	Sport and Exercise Therapy	Clinical and Professional Skills	3	3
			Total	129

Table 1.0: Breakdown of responses X Faculty, Degree, Module, Year and no of responses

Note: N= the number of responses returned and in the Year column, Year 4 relates to postgraduate.

There are 2 sections to this report. Section 1 deals with the quantitative data and section 2 deals with the qualitative data. The data for each separate subject discipline is grouped together in the tables and charts in the main body of the report. However, data tables and charts etc for each individual discipline can be found in Appendix 3.

2.0 Age and gender of participants

The age and gender of participants are detailed below in the appropriate table and bar chart for each variable.

2.1 Age distribution of participants

The age distribution is quite diverse and reflects the age ranges of students now at university, particularly the number of mature students on full-time courses (Chart 2.0 and Table 2.0). Evidence of this can be seen in Table 2.1 illustrating the age dispersal across the various levels i.e. year of study.

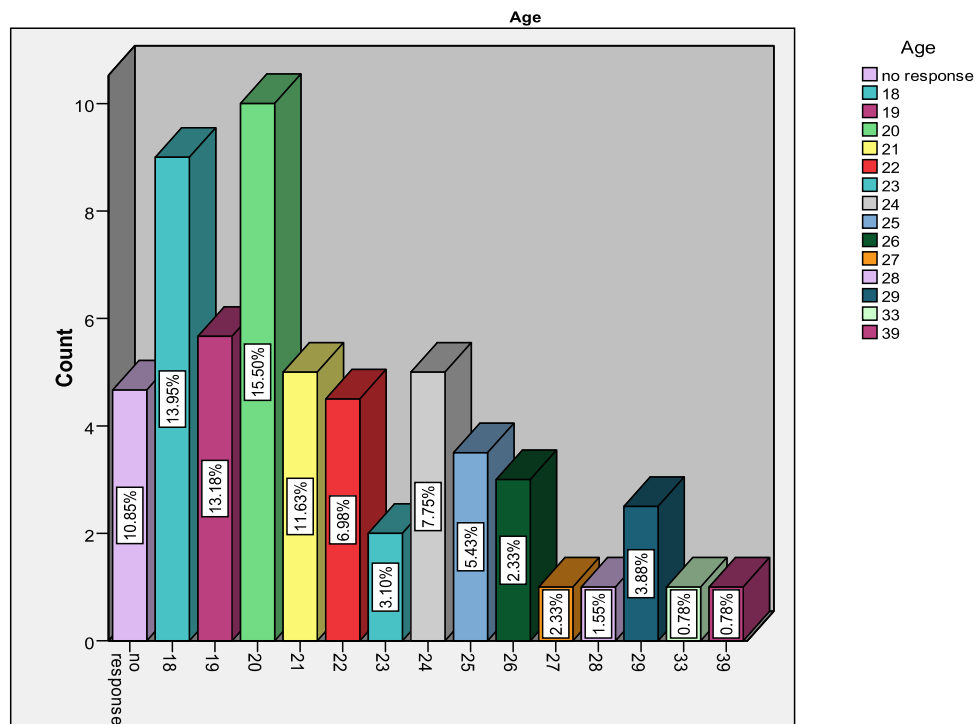


Chart 2.0: Age breakdown

	no response		Male		Female		Total	
no response	9	7.0%	3	2.3%	2	1.6%	14	10.9%
18			14	10.9%	4	3.1%	18	14.0%
19	1	.8%	13	10.1%	3	2.3%	17	13.2%
20			15	11.6%	5	3.9%	20	15.5%
21	1	.8%	10	7.8%	4	3.1%	15	11.6%
22			4	3.1%	5	3.9%	9	7.0%
23			2	1.6%	2	1.6%	4	3.1%
24			5	3.9%	5	3.9%	10	7.8%
25			5	3.9%	2	1.6%	7	5.4%

26		3	2.3%		3	2.3%		
27	1	.8%	1	.8%	1	.8%	3	2.3%
28		1	.8%	1	.8%	2	1.6%	
29		4	3.1%	1	.8%	5	3.9%	
33				1	.8%	1	.8%	
39		1	.8%			1	.8%	
Total	12	9.3%	81	62.8%	36	27.9%	129	100.0%

Table 2.0: Age X Gender

	no resp'		Year 1		Year 2		Year 3		Year 4		Total	
no response	5	3.9%					8	6.2%	1	.8%	14	10.9%
18			18	14.0%							18	14.0%
19			17	13.2%							17	13.2%
20			5	3.9%	9	7.0%	6	4.7%			20	15.5%
21			1	.8%	6	4.7%	5	3.9%	3	2.3%	15	11.6%
22					3	2.3%	1	.8%	5	3.9%	9	7.0%
23					1	.8%			3	2.3%	4	3.1%
24			1	.8%	1	.8%	3	2.3%	5	3.9%	10	7.8%
25			1	.8%					6	4.7%	7	5.4%
26									3	2.3%	3	2.3%
27									3	2.3%	3	2.3%
28					1	.8%			1	.8%	2	1.6%
29			2	1.6%	1	.8%			2	1.6%	5	3.9%
33									1	.8%	1	.8%
39									1	.8%	1	.8%
Total	5	3.9%	45	34.9%	22	17.1%	23	17.8%	34	26.4%	129	100.0%

Table 2.1: Age X Year of Study

2.2 Gender of participants

The gender split does not come as a surprise with the males being the dominant variable (Chart 2.1. and Table 2.2). Despite an increase in females entering the entrepreneur world the take-up in comparison to males is still low. As is reflected in the tables below and despite almost 10% no responses there are over half as many males as females in this sample. The breakdown between gender and module is also interesting below in Table 2.3. In the explicit entrepreneur modules there is a much larger proportion of males to females.

Gender

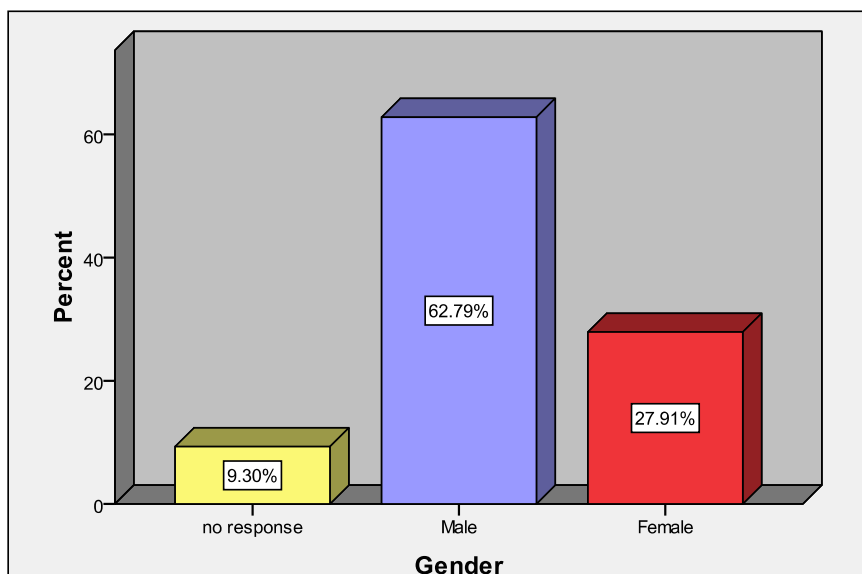


Chart 2.1: Gender

	Frequency	Percent
no response	12	9.3
Male	81	62.8
Female	36	27.9
Total	129	100.0

Table 2.2: Gender

	no resp'		Male		Female		Total	
Business Analysis and Practice	1	.8%	5	3.9%	6	4.7%	12	9.3%
Business Enterprise Planning	1	.8%	36	27.9%	8	6.2%	45	34.9%
Business Simulation			9	7.0%	2	1.6%	11	8.5%
Clinical and Professional Skills			1	.8%	2	1.6%	3	2.3%
Entrepreneurship	2	1.6%	19	14.7%	13	10.1%	34	26.4%
Policy and Management			2	1.6%	3	2.3%	5	3.9%
Strategic Marketing	8	6.2%	9	7.0%	2	1.6%	19	14.7%
Total	12	9.3%	81	62.8%	36	27.9%	129	100.0%

Table 2.3: Gender X Module

3.0 Awareness and potential of enterprise

Table 3.0 below illustrates responses indicating whether students believe their module has increased their awareness of enterprise and increased their potential to be enterprising. The results are excellent with a combined figure of 82% for 'agree' and 'strongly agree' of the awareness of enterprise. The second question asking about their potential to be enterprising is equally as pleasing with a combined result of 77%.

Do you believe this module has <i>increased</i> your awareness of enterprise?										
Enterprise awareness	Strongly Disagree		Disagree		Neither		Agree		Strongly Agree	
	My awareness of enterprise has increased	4	3.1%	5	3.9%	10	7.8%	84	65.1%	22
My potential to be enterprising has been increased	3	2.3%	7	5.4%	16	12.4%	79	61.2%	20	15.5%

Table 3.0 Awareness and potential of enterprise

4.0 Enterprise characteristics

Table 4.1 below illustrates the extent to which students believe they have learned a set of prescribed enterprise characteristics as a consequence of the module. The results are very positive with the concentration of responses at the two upper end scale points (4 and 5) of 'agree' and 'strongly agree'. It is interesting to note that of those lower results at points 4 and 5 in some cases this coincides with Gibb (???) in relation to particular characteristics being low due to levels of confidence in individuals. However, in other cases the results appear lower in point 4 (agree) but are picked up in point 5 (strongly agree) and in a number of cases the results are very positive i.e. take responsibility for ownership of things; have self confidence and self belief; have a preference for learning by doing; be determined; be creative; negotiate effectively; be good at selling, and be good at proposing. Furthermore, there is a significant percentage that has chosen the category of 'neither' in relation to most of the characteristics. Numerous interpretations can be taken from this with regards to the students' reasons for choosing this option but actual reasons cannot be known. Some reasonable assumptions include that the students are not sure whether they believe they have learned that particular skill, they haven't yet had the opportunity to apply it to anything they have done in relation to the module and its content or they don't understand the question. The latter is though unlikely and the most likely explanation is uncertainty because of lack of application. What is striking from these results is the clear evidence that the majority of students believe they have learned every characteristic.

In relation to the enterprise characteristics listed below, please indicate those which you believe you have <i>learned</i> from this module.										
Enterprise characteristics: I have learned to....	Strongly Disagree		Disagree		Neither		Agree		Strongly Agree	
	Be opportunity seeking and grasping	3	2.3%	8	6.2%	22	17.1%	83	64.3%	9
Take initiative to make things happen	2	1.6%	7	5.4%	16	12.4%	88	68.2%	13	10.1%
Solve problems creatively	3	2.3%	11	8.5%	30	23.3%	69	53.3%	13	10.1%
Manage myself autonomously	2	1.6%	9	7.0%	41	31.8%	64	49.6%	10	7.8%
Take responsibility for & ownership of things	4	3.1%	9	7.0%	32	24.8%	61	47.3%	16	12.4%
See things through	3	2.3%	9	7.0%	29	22.5%	73	56.6%	10	7.8%
Network effectively	6	4.7%	13	10.1%	32	24.8%	62	48.1%	11	8.5%
Put things together creatively	3	2.3%	9	7.0%	38	29.5%	64	49.6%	9	7%
Use my judgment to take calculated risks	2	1.6%	8	6.2%	38	29.5%	62	48.1%	14	10.9%
Have ambition to achieve	4	3.1%	2	1.6%	26	20.2%	66	51.2%	27	20.9%
Have self confidence and self belief	4	3.1%	11	8.5%	28	21.7%	63	48.8%	20	15.5%
Persevere	2	1.6%	6	4.7%	39	30.2%	63	48.8%	12	9.3%
Control my future	5	3.9%	18	14%	34	26.4%	56	43.4%	11	8.5%
Be action oriented	3	2.3%	8	6.2%	38	29.5%	62	48.1%	12	9.3%
Have a preference for learning by doing	4	3.1%	10	7.8%	23	17.8%	64	49.6%	24	18.6%
Be hardworking	3	2.3%	14	10.9%	26	20.2%	63	48.8%	18	14%
Be determined	3	2.3%	8	6.2%	29	22.5%	63	48.8%	21	16.3%
Be creative	1	.8%	11	8.5%	26	20.2%	68	52.7%	18	14%
Be persuasive	4	3.1%	11	8.5%	34	26.4%	62	48.1%	13	10.1%
Negotiate effectively	4	3.1%	9	7.0%	34	26.4%	60	46.5%	18	14%
Be good at selling	6	4.7%	16	12.4%	34	26.4%	50	38.8%	18	14%
Be good at proposing	3	2.3%	7	5.4%	30	23.3%	64	49.6%	19	14.7%
Manage business projects and situations as a whole	4	3.1%	7	5.4%	23	17.8%	68	52.7%	22	17.1%
Be good at strategic thinking	3	2.3%	8	6.2%	33	25.6%	61	47.3%	18	14%
Make intuitive decisions under conditions of uncertainty	6	4.7%	17	13.2%	27	20.9%	55	42.6%	17	13.2%

Table 4.0: students perceptions of enterprise characteristics learned

5.0 Self-employment & parents self-employed

The two tables below (5.0 and 5.1) illustrate the number of respondents whose parents are self-employed. This is a significant question because research suggests that having a parent who is self-employed can have a significant effect on whether an off-spring also goes into self-employment, or not REF. As can be seen from the tables, 16% of the respondents have a mother who is self-employed and 37% have a father who is self-employed. There are more than twice as many fathers in self-employment than there are mothers, again in line with current research and figures REF.

	Frequency	Percent
no response	4	3.1
Yes - mother	21	16.3
No- mother	104	80.6
Total	129	100.0

Table 5.0: Mother is self-employed

	Frequency	Percent
no response	4	3.1
Yes – father	48	37.2
No- father	77	59.7
Total	129	100.0

Table 5.1: Father is self-employed

It is also useful to look at those students whose parents are self-employed and who are also considering this as an option for themselves. Of those whose parents are self-employed which is a total of 54% (69), a total of 37% (47) (combined totals of Table 5.2 and 5.3 below) said they were considering this as an option after graduation. This is just over two thirds of the student respondents who have a self-employed parent (69) and just over one third of all respondents (129).

	no response		Yes		no		Total	
no response	2	1.6%	2	1.6%			4	3.1%
Yes – mother	1	.8%	14	10.9%	6	4.7%	21	16.3%
No - mother	8	6.2%	61	47.3%	34	26.4%	104	80.6%
Total	11	8.5%	77	59.7%	40	31.0%	129	100.0%

Table 5.2 Mother self-employed X considering self-employment

	no response		Yes		no		Total	
no response	2	1.6%	2	1.6%			4	3.1%
Yes – father	3	2.3%	33	25.6%	12	9.3%	48	37.2%
No- father	6	4.7%	42	32.6%	28	21.7%	77	59.7%
Total	11	8.5%	77	59.7%	40	31.0%	129	100.0%

Table 5.3: Father self-employed X considering self-employment

The number of students in general, whether parents self-employed or not, considering self-employment is detailed in Table 5.4 below. A total of 60% are considering it as an option after graduation. However, how soon after graduation is a key factor. Table 5.6 illustrates below an interesting dispersal in these categories with 8.5% indicating that they will set up whilst at University; 2% immediately after graduation; 7% within 6 months to a year; 9% respectively within 1-2 years and 2-3 years, 11% within 3-5 years and finally 13% after 5 years. This is interesting because it sits well with research REF that suggests that while students do have high intentions of self-employment, actually setting up is not something that large numbers do quickly after university. They would prefer to get some real-world experience first by working for an employer and this is something that is reflected frequently in the qualitative data available, see Appendix 3. Furthermore, students' reported intentions about starting up a business should be treated as exactly that; 'intentions'. There are no mechanisms that can be put in place to measure whether a student will in fact set up a business within 6 months or a year or whenever the student states, as an intention, therefore such statements from students should be and can only be taken as an intention and not an action.

	Frequency	Percent
no response	11	8.5
Yes	77	59.7
no	40	31.0
already self-employed	1	.8
Total	129	100.0

Table 5.4: Considered self-employed after graduating?

	Frequency	Percent
no response	52	40.3
whilst at university	11	8.5
immediately/6 months after graduation	2	1.6
6mths - 1 year	9	7.0
1-2 years	12	9.3
2-3 years	12	9.3
3-5 years	14	10.9
after 5 years	17	13.2
Total	129	100.0

Table 5.5: How soon are you planning to start-up your own business after graduation?

In relation to Table 5.5 above, of the 8.5% that said they planned to start-up their own business whilst at university 7% (9) were on year 1, level 1, of their course (undergraduate) and 1% (1) were on year 4 (postgraduate) (1% was no response – total of overall sample).

The dispersal of ages of those that said they plan to set up at university is detailed in Table 5.6 below. The age range from 18-20 are all undergraduate students as is the one 25 year old who is on year 1 of an undergraduate degree. The 33 year old is from the postgraduate level.

	18		19		20		25		33	
whilst at university	2	1.6%	4	3.1%	2	1.6%	1	.8%	1	.8%

Table 5.6: How soon are you planning to start-up your own business X Age

There are a small number of students that are already self-employed or have become self-employed since being at Leeds Met. Of those students who have a Mother in self-employment 1% has become self-employed since being at Leeds Met. Of those students whose Mother is not self-employed 1% was self-employed before being at Leeds Met and 2% have become self-employed since being at Leeds Met. Of those students who have a Father in self-employment 1% has become self-employed since being at Leeds Met and 1% was already self-employed. Of those students whose Father is not self-employed 2% have become self-employed since being at Leeds Met.

	no resp'		Yes - mother		No - mother		Total	
no response	3	2.3%	20	15.5%	101	78.3%	124	96.1%
self-employed before university	1	.8%			1	.8%	2	1.6%
self-employed while at university			1	.8%	2	1.6%	3	2.3%
Total	4	3.1%	21	16.3%	104	80.6%	129	100.0%

Table 5.7: How long you have been self-employed X Mother self-employed

	no resp'		Yes - father		No - father		Total	
no response	3	2.3%	46	35.7%	75	58.1%	124	96.1%
self-employed before university	1	.8%	1	.8%				1.6%
self-employed while at university				.8%	2	1.6%	3	2.3%
Total	4	3.1%	48	37.2%	77	59.7%	129	100.0%

Table 5.8: How long you have been self-employed X Father self-employed

Of the total sample of 129, five are stated as being self-employed; 2 have been self-employed since before university and 3 have become self-employed since being at university (Table 5.9). This equates to a figure of 4% currently in self-employment. This is interesting because over the past five years the percentage of students in self-employment at Leeds Met has been reported to be around 4-5%. This figure is from the Entrepreneurial Intentions Survey undertaken by the Business Start-up Unit.

	Frequency	Percent
no response	124	96.1
self-employed before university	2	1.6
become self-employed since being at university	3	2.3
Total	129	100.0

Table 5.9: Total percentage of students in self-employment

Table 5.10 below illustrates which module those that are self-employed are studying on and whether they were employed prior to or since being at University. Two were self-employed before starting university and three have become self-employed since being at University. Two students are studying the same module.

	no response		self-employed before university		become self-employed since being at university		Total	
Business Analysis and Practice	11	8.5%	1	.8%			12	9.3%
Business Enterprise Planning	44	34.1%			1	.8%	45	
Business Simulation	9	7.0%	1	.8%	1	.8%	11	8.5%
Entrepreneurship	33	25.6%			1	.8%	34	26.4%
Total	124	96.1%	2	1.6%	3	2.3%	129	100.0%

Table 5.10: Module name X how long been self-employed

Table 5.11 below illustrates the age of those students in self-employment. Two are 20 years old, one is 21, one is 27 and one is 28.

	no response		self-employed before university		become self-employed since being at university		Total	
no response	14	10.9%					14	10.9%
20	18	14.0%			2	1.6%	20	15.5%
21	14	10.9%	1	.8%			15	11.6%
27	2	1.6%			1	.8%	3	2.3%
28	1	.8%	1	.8%			2	1.6%

Table 5.11: Age X Please say how long you have been self-employed

Table 5.12 below illustrates the ages of those students who are self-employed. Three are male and two are female. This is also interesting because it bucks research trends of males being the dominant gender in self-employment. However, this is slightly different for the HE student demographic where generally there tend to be more females in self-employment than in industry sectors beyond university REF.

	no response		self-employed before university		become self-employed since being at university		Total	
no response	12	9.3%					12	9.3%
Male	78	60.5%	1	.8%	2	1.6%	81	62.8%
Female	34	26.4%	1	.8%	1	.8%	36	27.9%
Total	124	96.1%	2	1.6%	3	2.3%	129	100.0%

Table 5.12: Gender X Please say how long you have been self-employed

Table 5.13 illustrates the year of study of those students in self-employment. One is on year 1, three on year 2 and one at postgraduate level (year 4).

	no response		self-employed before university		become self-employed since being at university		Total	
no response	5	3.9%					5	3.9%
Year 1	44	34.1%			1	.8%	45	34.9%
Year 2	19	14.7%	2	1.6%	1	.8%	22	17.1%
Year 3	23	17.8%					23	17.8%
Postgraduate	33	25.6%			1	.8%	34	26.4%
Total	124	96.1%	2	1.6%	3	2.3%	129	100.0%

Table 5.13: Year of Study X Please say how long you have been self-employed

6.0 Qualitative Data

There is a vast amount of qualitative data available from the student's responses which relate to a variety of questions and have been separated out into sections relating to each individual module. There were 13 open questions on the questionnaire and this was primarily because of the potential stark contrast between implicit enterprise modules, explicit enterprise and those focussed more towards the entrepreneurial elements, that made up the population and which could have been included in the sample. This allowed for some context to be given to each module rather than just a series of statistics. Statistics are meaningful, but do not give full insights into actual learning. Furthermore, triangulation is achieved through both sets of data.

Quantitative and qualitative data for each module surveyed in this exercise are detailed in Appendix 3. A series of quantitative results are available that answer the generic questions relating to enterprise and entrepreneurial modules delivered in Leeds Met then the series of qualitative data follows in table form along with the questions for ease of use. Unfortunately, it was not possible to undertake a deep analysis of the data and produce relevant themes from the qualitative data because of time and resource constraints in the production of this report. Therefore, listed below is the list of open questions that were asked on the questionnaire and relationships can be drawn from this in relation to the quantitative data for each module.

- Please tell us what impact, if any, this module has had on you personally in relation to learning about being enterprising. Please tell us in your own words how and why it has or hasn't.
- Please think about aspects of the 'module content', and the 'assessment method' of this module. Did either impact upon your learning?
- Please think about the content of this module and any impact it may have had upon your employability after graduation. For example has it enhanced any skills you believe will increase your employability or not?
- Before coming to University had you any prior experience of enterprise or studying enterprise modules? E.g. at school, at A' level or work placements. If yes, please give details.
- Please say in your own words why you would not consider self-employment after graduation.

- If you are planning on becoming self-employed whilst at university or after graduation please explain your reasons. For example, if you want to work for yourself only, you have a really great idea for a business or because your parents are/were self-employed.
- Was your decision to consider self employment as a consequence of your experience at Leeds Met?
- Is all or part of your decision to become self-employed whilst at University as a consequence of your experience at Leeds Met?
- As regards your ambitions to become self-employed, please list any attributes that you have learned or improved as a consequence of 'your time' at Leeds Met that have had a positive effect on your decision to become self-employed.
- If your parents are/were self-employed has this had any impact upon your decision to become self-employed or not? Please say in your own words how and why it has or hasn't.
- Please state in your own words the things you *liked* about this module.
- Please state in your own words the things you *disliked* about this module.
- Please state in your own words any suggestions for improvement of this module.

By identifying a question or questions from the above list the reader can use the data in Appendix 3 to see in context what the student feedback says about a particular aspect of a particular module but also draw relationships from that qualitative data with the quantitative data. The order of the individual module data in the appendix is:

Module	Year	N=
Business Enterprise Planning (Carnegie)	1	45
Strategic Marketing (Carnegie)	3	19
Business Simulation (FBL)	2	11
Business Analysis and Practice (FBL)	2	12
Entrepreneurship (FBL)	4	34
Policy and Management (Health)	3	5
Clinical and Professional Skills (Health)	3	3
	Total	129

Table 6.0: Qualitative data order

Some of the quotes from the student feedback that refer directly to the individual modules about their experience of studying an enterprise module at Leeds Met are detailed below to illustrate just a few of the examples suggesting that their experiences in the main were positive. Four questions from the 13 have been selected to reflect a mixture of comments

that refer to each individual in relation to the module content from an enterprising perspective and a consideration of the 'self-employment' perspective. However, a caveat needs to be observed here as there are areas in the qualitative data which are more constructive that should be considered more closely by the relevant module leader. In particular, Strategic Marketing students seem somewhat disgruntled about aspects of the module content that they feel are repeated, are not appropriate for their level or that like modules are not followed on to cement their learning.

Question	Please tell us what impact, if any, this module has had on you personally in relation to learning about being enterprising. Please tell us in your own words <u>how and why it has or hasn't.</u>
	<i>"It has opened up opportunities to be creative, such as being enterprising and setting up business ideas. Also looking at different personality types."</i> Business Enterprise Planning
	<i>"Got you thinking in a way that required original and enterprising ideas."</i> Strategic Marketing
	<i>"This module has helped me to look at the vital parts of business where I wouldn't normally think, If I were to start up a new business. Also gave me some knowledge (basic) of how important VMOS is in business."</i> Business Simulation
	<i>"It has helped me to learn how to run a company, albeit on a small scale, and how detailed the process is."</i> Business Analysis and Practice
	<i>"This module has helped me gain the understanding of an entrepreneur and about the skills of an enterprise. Some skills such as leadership and developing of new ideas which had lacked in me, I was able to get a better understanding on it."</i> Entrepreneurship
	<i>"Made me more aware of what it is and how it relates to physio, as my previous impressions were to do with design and technology at high school."</i> Policy and Management
	<i>"It made me more aware of what enterprise is and not to think about the normal stereotypes of entrepreneurs".</i> Policy and Management
	<i>"That it isn't straight forward and requires hard work."</i> Clinical and Professional Skills

Question	Please think about the content of this module and any impact it may have had upon your <u>employability</u> after graduation. For example has it enhanced any <u>skills</u> you believe will increase your employability or not?
	<i>"This module will 100% help me get the job I want and career I will choose. As it will help me improve on some of my skills I already have and it will improve some of my weakness as well."</i> Business Enterprise Planning
	<i>"I think it definitely made me look things different and has improved my thinking skills. For example decision making."</i> Business Simulation
	<i>"I think it will help me understand business as a whole and help me apply this in any job I take."</i> Business Analysis and Practice
	<i>"Yes it has enhanced my skills because I don't really need to wait until I get employed by someone. I can actually start up my own business. Therefore it will help me to be self employed."</i> Entrepreneurship
	<i>"The module has enabled me to gain an understanding of many issues including health and safety, leadership styles, strategies to address problems like waiting lists, cost issues- these are all things we need to know for the workplace."</i> Policy and Management
	<i>"Yes I think I am much more aware now of what skills are needed to be an entrepreneur and I believe these skills include being passionate, developing ideas and communicating with other people."</i> Clinical and Professional Skills

Question	Was your decision to consider self employment as a consequence of your experience at Leeds Met?
	<i>"Yes because I didn't really know anything about enterprise but at my time at Leeds Met I have learned many things and hope to learn more".</i> Business Enterprise Planning
	<i>"I believe that working for someone else can teach you to run a business. Studying at Leeds Met taught me to learn as much as possible then go out and put it into practice on your own, be creative."</i> Business Simulation
	<i>"I was contemplating becoming one [entrepreneur] before joining Leeds Met but after doing this course and making the business proposal assignment, I got determined."</i> Entrepreneurship
	<i>"It has helped doing the business module and has given me another possible career option."</i> Clinical and Professional Skills

Question	As regards your ambitions to become self-employed, please list <u>any</u> attributes that you have learned or improved as a consequence of '<u>your time</u>' at Leeds Met that have had a positive effect on your decision to become self-employed.
	<i>"Critical thinking- analysing; selling, negotiation, persuasion, enterprising; confidence, creative, straight thinking; organisation, leadership, experience; presentation skills, communication skills;".</i> Business Enterprise Planning
	<i>"Presentation skills, autonomy; Confidence, communication; Group work and leading a team; General business skills, networking; Teamwork, leadership, presenting;".</i> Strategic Marketing
	<i>"It makes me think about owning my own business; Yes by doing presentations and working in a team; I think it definitely made me look things different and has improved my thinking skills. For example decision making; very employable"</i> Business Simulation
	<i>"Wide range of modules, helping in all aspects e.g. business; Opportunity how to do business plans."</i> Business Analysis and Practice
	<i>"Self-driven, Creative, Hardworking, Experimental and risk taking."</i> Entrepreneurship
	<i>"Believe in myself and have confidence."</i> Clinical and Professional Skills

7.0 Conclusions

Three main conclusions can be drawn from these data and results. First, studying enterprise at Leeds Met has been a positive experience for the majority of students. Second, the study of enterprise has had a positive impact on developing relevant and associated characteristics, skills and intentions for the majority of students. Third, these outcomes are not limited to the traditional subject discipline of business and management for enterprise education. Similar outcomes have been achieved in modules across the entire subject disciplines represented in the sample.

These conclusions and especially the final one have to be considered in the context of the sample size and the subject disciplines that participated in the survey. The sample size is much smaller than had originally been planned for and anticipated. This is because returns were not received from a number of modules despite assurances from individual lecturers. This then impacted upon the sample not being representative and caused a concentration in particular subjects, as can be seen from Table 1.0 in the Introduction. Areas not represented in the sample were from Innovation North and Arts and Society and the disciplines taught within these Faculties. What impact a wider sample would have had on the results is impossible to know. It is though important to note the absence of data from two Faculties.

Despite the overall positive results the qualitative data does provide some more negative than positive observations, comments and suggestions from students at the level of individual modules that will be valuable to module teams. Analysis and discussion of these by module teams are likely to lead to improvements in module design and delivery. Overall though the study provides clear evidence of the positive impact of enterprise education at Leeds Met.

Questionnaire

Appendix 2

	Business and HRM		Business Studies		Economics for Business		HND Business Management		IPOS Business		MA Intl Business		Physio		Sport and Exercise Therapy		Sports Business Management		Total	
Business Analysis and Practice	3	2.3%	5	3.9%	4	3.1%													12	9.3%
Business Enterprise Planning																	45	34.9%	45	34.9%
Business Simulation							11	8.5%											11	8.5%
Clinical and Professional Skills													3	2.3%					3	2.3%
Entrepreneurship									1	.8%	33	25.6%							34	26.4%
Policy and Management													5	3.9%					5	3.9%
Strategic Marketing																	19	14.7%	19	14.7%
Total	3	2.3%	5	3.9%	4	3.1%	11	8.5%	1	.8%	33	25.6%	5	3.9%	3	2.3%	64	49.6%	129	100.0%

Module Name X Course Name

Module: Business Enterprise Planning

Course: Sports Business Management

Faculty: Business & Law

Year: 1

Sample Size: 45

Age

	Frequency	Percent
18	18	40.0
19	17	37.8
20	5	11.1
21	1	2.2
24	1	2.2
25	1	2.2
29	2	4.4
Total	45	100.0

The age dispersal is detailed in the table above.

Gender

	Frequency	Percent
no response	1	2.2
Male	36	80.0
Female	8	17.8
Total	45	100.0

The gender split is detailed in the table above.

**My awareness of enterprise has
been increased**

	Frequency	Percent
neither	5	11.1
agree	34	75.6
strongly agree	6	13.3
Total	45	100.0

This table illustrates responses to the question 'my awareness of enterprise has been increased'.

My potential to be enterprising has been increased

	Frequency	Percent
disagree	2	4.4
neither	9	20.0
agree	25	55.6
strongly agree	9	20.0
Total	45	100.0

This table illustrates responses to the question 'my potential to be enterprising has been increased'.

The series of tables that follow are the student's responses to a list of enterprise characteristics that they believe they have learned while studying the module.

Be opportunity seeking and grasping

	Frequency	Percent
no response	1	2.2
disagree	1	2.2
neither	9	20.0
agree	32	71.1
strongly agree	2	4.4
Total	45	100.0

Take initiative to make things happen

	Frequency	Percent
no response	1	2.2
disagree	1	2.2
neither	4	8.9
agree	35	77.8
strongly agree	4	8.9
Total	45	100.0

Solve problems creatively

	Frequency	Percent
no response	1	2.2
disagree	5	11.1
neither	13	28.9
agree	21	46.7
strongly agree	5	11.1
Total	45	100.0

Manage myself autonomously

	Frequency	Percent
no response	1	2.2
disagree	4	8.9
neither	21	46.7
agree	15	33.3
strongly agree	4	8.9
Total	45	100.0

**Take responsibility for and
ownership of things**

	Frequency	Percent
no response	1	2.2
disagree	4	8.9
neither	17	37.8
agree	18	40.0
strongly agree	5	11.1
Total	45	100.0

See things through

	Frequency	Percent
no response	1	2.2
disagree	3	6.7
neither	14	31.1
agree	27	60.0
Total	45	100.0

Network effectively

	Frequency	Percent
no response	2	4.4
disagree	4	8.9
neither	12	26.7
agree	24	53.3
strongly agree	3	6.7
Total	45	100.0

Put things together creatively

	Frequency	Percent
no response	1	2.2
disagree	5	11.1
neither	18	40.0
agree	19	42.2
strongly agree	2	4.4
Total	45	100.0

Use my judgment to take calculated risks

	Frequency	Percent
no response	1	2.2
disagree	6	13.3
neither	19	42.2
agree	17	37.8
strongly agree	2	4.4
Total	45	100.0

Have ambition to achieve

	Frequency	Percent
no response	1	2.2
disagree	1	2.2
neither	7	15.6
agree	25	55.6
strongly agree	11	24.4
Total	45	100.0

Have self confidence and self belief

	Frequency	Percent
no response	1	2.2
disagree	3	6.7
neither	11	24.4
agree	25	55.6
strongly agree	5	11.1
Total	45	100.0

Persevere

	Frequency	Percent
no response	1	2.2
disagree	2	4.4
neither	13	28.9
agree	25	55.6
strongly agree	4	8.9
Total	45	100.0

Control my future

	Frequency	Percent
no response	1	2.2
strongly disagree	1	2.2
disagree	6	13.3
neither	14	31.1
agree	18	40.0
strongly agree	5	11.1
Total	45	100.0

Be action oriented

	Frequency	Percent
no response	2	4.4
disagree	3	6.7
neither	18	40.0
agree	18	40.0
strongly agree	4	8.9
Total	45	100.0

Have a preference for learning by doing

	Frequency	Percent
no response	1	2.2
strongly disagree	1	2.2
disagree	5	11.1
neither	9	20.0
agree	23	51.1
strongly agree	6	13.3
Total	45	100.0

Be hardworking

	Frequency	Percent
no response	1	2.2
disagree	6	13.3
neither	15	33.3
agree	19	42.2
strongly agree	4	8.9
Total	45	100.0

Be determined

	Frequency	Percent
no response	1	2.2
disagree	4	8.9
neither	9	20.0
agree	25	55.6
strongly agree	6	13.3
Total	45	100.0

Be creative

	Frequency	Percent
no response	1	2.2
disagree	6	13.3
neither	11	24.4
agree	22	48.9
strongly agree	5	11.1
Total	45	100.0

Be persuasive

	Frequency	Percent
no response	1	2.2
disagree	5	11.1
neither	13	28.9
agree	24	53.3
strongly agree	2	4.4
Total	45	100.0

Negotiate effectively

	Frequency	Percent
no response	1	2.2
disagree	3	6.7
neither	16	35.6
agree	21	46.7
strongly agree	4	8.9
Total	45	100.0

Be good at selling

	Frequency	Percent
no response	1	2.2
disagree	8	17.8
neither	13	28.9
agree	17	37.8
strongly agree	6	13.3
Total	45	100.0

Be good at proposing

	Frequency	Percent
no response	2	4.4
disagree	5	11.1
neither	13	28.9
agree	18	40.0
strongly agree	7	15.6
Total	45	100.0

Manage business projects and situations as a whole

	Frequency	Percent
no response	1	2.2
disagree	4	8.9
neither	6	13.3
agree	27	60.0
strongly agree	7	15.6
Total	45	100.0

Be good at strategic thinking

	Frequency	Percent
no response	1	2.2
disagree	2	4.4
neither	16	35.6
agree	21	46.7
strongly agree	5	11.1
Total	45	100.0

**Make intuitive decisions under
conditions of uncertainty**

	Frequency	Percent
no response	2	4.4
disagree	6	13.3
neither	12	26.7
agree	21	46.7
strongly agree	4	8.9
Total	45	100.0

This table illustrates all those responses that indicated the students have had some prior experience of enterprise whether this was prior to university or prior to this module on an earlier year.

Prior experience

	Frequency	Percent
A Level Business	1	2.2
A Level business enterprise workshop. 2 days of running our own business against competitors	1	2.2
A level business studies and work experience and GCSE	1	2.2
A level business studies for a piece of work. I had to plan my own college based business idea. This included areas such as marketing and finance	1	2.2
A level business studies. Young enterprise-set up your own events management company	1	2.2
A level coursework- business plan for the entrepreneur	1	2.2
At A level I studied business studies where this gave me better knowledge of the business world and how business is managed	1	2.2
Business studies	1	2.2
Creating a filing programme on the computer in order for a company to be able to find where they are quickly and efficiently	1	2.2
Enterprising day competition for my secondary school. Came 2nd Overall	1	2.2
I took part in a school enterprise course which resulted in taking products to a market to sell	1	2.2
In life skills or PSE. We had to make a stall in the school, selling sweets etc and make a profit	1	2.2
In year 13 I joined an enterprise group where we organised an OAPs Christmas party	1	2.2
No- few of my own ideas and money making schemes though	1	2.2

No, nothing, I regret not taking business studies at A Level	1	2.2
studied business studies at a level	1	2.2
Yes applied for funding and investors to start business	1	2.2
Yes A level business studies we came up and ran our own profitable event management class	1	2.2
Yes at A level business studies we had to be creative and think of a business idea, as well as in PE setting up a sports day for younger children	1	2.2
Yes I have done athletic coaching course through UK athletics that will help me set up own athletic development project and train new coaches	1	2.2
Yes, I ran a jewellery business with my mum whilst on a gap year	1	2.2

This table illustrates all those responses that indicated the students have had some prior experience of enterprise whether this was prior to university or prior to this module on an earlier year.

Mother is self-employed?

	Frequency	Percent
Yes - mother	7	15.6
No- mother	38	84.4
Total	45	100.0

This table illustrates how many of the students have a mother who is self-employed. In this case there are 7 with a mother in self-employment.

Father is self-employed?

	Frequency	Percent
no response	1	2.2
Yes - father	19	42.2
No- father	25	55.6
Total	45	100.0

This table illustrates how many of the students have a father who is self-employed. In this case there are 19 with a father in self-employment.

**How soon are you planning to start-up
your own business?**

	Frequency	Percent
no response	15	33.3
whilst at university	9	20.0
6mths - 1 year	3	6.7
1-2 years	4	8.9
2-3 years	4	8.9
3-5 years	2	4.4
after 5 years	8	17.8
Total	45	100.0

This table illustrates how soon those considering self-employment are planning to start-up their own business after graduation.

**Mother self-employed? X Considered self-employed
after graduating**

				Total
	no response	Yes	no	
Yes - mother	0 .0%	5 11.1%	2 4.4%	7 15.6%
No - mother	2 4.4%	23 51.1%	13 28.9%	38 84.4%
Total	2 4.4%	28 62.2%	15 33.3%	45 100.0%

This tables illustrates those respondents who have a mother in self-employment are also considering self-employment. Five respondents with a mother self-employed are considering the option and 23 are considering self-employment who don't have a mother in self-employment.

**Father self-employed? X Considered self-employed after
graduating?**

				Total
	no response	Yes	no	
no response	0 .0%	1 2.2%	0 .0%	1 2.2%
Yes - father	1 2.2%	10 22.2%	8 17.8%	19 42.2%
No - father	1 2.2%	17 37.8%	7 15.6%	25 55.6%
Total	2 4.4%	28 62.2%	15 33.3%	45 100.0%

This tables illustrates those respondents who have a father in self-employment are also considering self-employment. Ten respondents with a father self-employed are considering the option and 17 are considering self-employment who don't have a father in self-employment.

**Please say how long you have been self-
employed**

	Frequency	Percent
no response	44	97.8
become self-employed since being at university	1	2.2
Total	45	100.0

This table illustrates how many respondents are self-employed on this module and when they became self-employed.

**Overall my experience of studying
enterprise modules at Leeds Met has
been a positive experience**

	Frequency	Percent
no response	3	6.7
strongly disagree	1	2.2
neither	12	26.7
agree	25	55.6
strongly agree	4	8.9
Total	45	100.0

This table illustrates how the respondents felt about their overall experience of enterprise modules at Leeds Met.

Business enterprise planning

Please tell us what impact, if any, this module has had on you personally in relation to learning about being enterprising. Please tell us in your own words how and why it has or hasn't.

Please think about aspects of the 'module content', and the 'assessment method' of this module. Did either impact upon your learning?

Please think about the content of this module and any impact it may have had upon your employability after graduation. For example has it enhanced any skills you believe will increase your employability or not?

Before coming to University had you any prior experience of enterprise or studying enterprise modules? E.g. at school, at A' level or work placements. If yes, please give details.

As I am doing the module at this current time I am only about half way so it hasn't had an impact yet

I haven't yet been assessed in this module yet but I know it will impact my learning as I will improve in that area the content has made me feel that I am on the right course

This module will 100% help me get the job I want and career I will choose. As it will help me improve on some of my skills I already have and it will improve some of my weakness as well

no none

It has helped me to explore the world of business and what might be needed to run or joint run a company or business it has got me thinking about taking a business idea further

The content of thinking about setting up my own business really engaged me and has had a good impact as it is more interesting than making of an existing business

It has shown me what it would be like to be part of a business and shown me the things needed to do well in a business setting

No

It has enable me to become more enterprising and see into the world of business

It has made me more aware of enterprise in society

Being more enterprising will give me a leg up in the competition in terms of my career choice

Not as such other than part time job for work

It has opened opportunities to develop myself and get the best out of my time at university

it impacted me because it gave me the opportunity to work independently to improve my own personal skills

I think it not only gives me the opportunity to improve my weaknesses but my strengths as well

None

It has opened up opportunities to be creative, such as being enterprising and setting up business ideas. Also lookinh at different it looks at personality types

It is in a positive way as it has provided an avenue to work independently and with a lot of freedom in the assessment

It has helped looked at my strengths and weaknesses so I can look at what to improve

Yes at A level business studies we had tobe crative and think of of a business idea, as well as in PE setting up a sports day for younger children

Business Enterprise Planning

Please say in your own words why you would <u>not</u> consider self-employment after graduation.	If you are planning on becoming self-employed whilst at university or after graduation please explain your reasons. For example, if you want to work for yourself only, you have a really great idea for a business or because your parents are/were self-employed.	Was your decision to consider self employment as a consequence of your experience at Leeds Met?	Is all or part of your decision to become self-employed whilst at University as a consequence of your experience at Leeds Met?	As regards your ambitions to become self-employed, please list <u>any</u> attributes that you have learned or improved as a consequence of ' <u>your time</u> ' at Leeds Met that have had a positive effect on your decision to become self-employed.	If your parents are/were self-employed has this had any impact upon your decision to become self-employed or not? Please say in your own words how and why it has or hasn't.
I want to have the opportunity to experience different areas of work before setting on the responsibility of	I would want to work for myself rather than for someone else and have people working for me, However I would only do this if I thought it would work 90%. I think as soon as I come out of uni, will need to be employed before I can come self employed to gain more experience for future financial benefits I like the idea of owning my own business and hope to have the opportunity to	No Yes I think so far as it has shown me how to create me own business and how to make it a success no	Doing research in my own time and talking to people who have been in their own business already life experience	0 Critical thinking- analysing selling, negotiation, persuasion, enterprising confidence, creative, straight thinking	You can become more successful and earn more money No It has because like the idea of retaining all the profit
	0	0	0		0

running a business. If I think of a good idea I would definitely go through with it but I wont be looking to manage for the sake of it

0	I have seen how successful my dad was and I want that success. I have an idea that I want to develop and I believe I could make a success out of it	Yes- It has given me the confidence to go on and take my ideas forward	I want to be in charge of my own business and company and allowed to make my own choices	Confidence, organisation, leadership, experience	Yes I have seen my dads sucess and I want to have my own success
0	I want to be in control of my life career, head a team of people and challenge myself rather than just be told what to do	no	No for reasons stated in Q16	Persuasion skills, negotiation, presentation, independence, confidence	No
0	Parents self employed and I like the diea of working only for myself	No	0	Communication, organisation and presentation skills	Yes because they enjoy working for themselves and means you have more time for family and can work the hours you ant
0	I am my own boss, can make my own decisions, however there is a lot of responsibility	I have learnt to thoroughly look at my skills and attributes and in doing so I have realised I am capable of running my own business	0	Creativitiy, teamwork, leadership, 0 communication	0
Wouldnt be able to be my own boss or manage business	0	0	0	0	0
0	Both my parents are self employed	no	0	presentation skills, comminucation skills	Yes they have both been successful in their businesses

I'd like to be part of a large business and build working relationships	0	0	0	0	0
Because I don't have any business ideas I could set up/ Also the risk would be a negative factor. I'd rather work for a large established company	0	0	0	0	0
0	Simply I want to be my own boss	no	No I have always wanted to	None	No they have always had safe jobs
0	Flexible hours- more control	No	0	Management, people skills	0
0	Work for myself	0	0	seems more possible to become self employed. More realistic	0
I want a steady income for 5 years after	0	0	0	It has given me the ideas for business	No
Would like to gain some experience in the market place	0	Yes I eventually want to be my own boss	My dad works for himself and that has always inspired me	Time management- independent	flexible hours, own boss

0	More independent, no disagreements with partners, own profit	0	To do my own thing	motivatoin, independence	flexible hours
0	My dads self emplyed but I also dont mind working for someone else if need be	0	0	0	Dad seems to have done well being self employed
0	Becoming your own boss sounds appealing and lots of room for creativity	Yes, the skills I have already developed make self emplyed seem much more appealing	Time was right and Leeds Mer offer so many business opportunities	0	Dad was self employed and said it is a great experience
0	Dad is and I want to follow	No	0	Enterprising, communication, leadership	has given freedom
I would consider a job offer I would enjoy after graduation	If an oppoertunity presents itself I would take it	no	A friend started his own	Business planning and getting started	No because my parents self employed is not the same as what I would like to do
0	The thought of owning my own business would be an amazing achievement	no	0	becoming more independent	0
0	If I had a good business ideas	I wouldn't have thought of setting up 2 business before but now if I have an idea I would like to carry it out	0	confidence, presentations, knowing can get funding for a business, knowing Leeds Met has contacts	0
Would have to invest money when it is likely I wont have much of a budget and there is quite a lot of risk	0	0	0	0	0

0	Have a really good idea that will potentially make a lot of money,	Want flexibility and freedom of working for self	Opportunities and ideas created with another have developed once here	Networking, presentations, organisation, the whole business concept, e.g. writing a business plan	Were self employed
I prefer to work as part of a team and feel I do not have the relevant experience to be self employed because I feel I need to have some funds behind me immediately after finishing uni	0	0	0	0	0
0	I think I have a good idea of how to make money and to do this it is possible to run it on my own	No	I think Leeds Met encouraged me to see the opportunity	Confidence, presentation skills, time keeping, organisation	0
To gain experience from large corporations before I even think to go self employed	0	0	0	0	0
0	I want to work for myself that's why I want to be self employed	0	0	I have learned certain business skills, better ways to run a business.	Not really as my dad has only recently become self employed and I wanted to before this.
0	Working for myself has always been interest to me, being my own boss. Develop a good business idea to expand and develop in the way I want it to grow.	Yes as this module has given me more confidence in starting own business	0	Learnt better business skills, starting up own business	0

I do not want to run my own business, too much pressure, and hassle. Hard to start up.	0	0	0	0	0
Being self-employed takes a lot of patience and hard work to begin with and I would not like to be in a position knowing that I will be the only one who suffers should the business fail	0	0	0	0	0
0	Would like ot have control over my own actions and to be able to make decisions	no	0	Organising, communication	Yes because offers more freedom, however also made me realise it is not always easy
at the moment, I feel I am not prepared to be self-employed because I can learn/enhanced employability skills if working in a corporate company	0	0	0	0	0
0	I have a good business idea which I want to see through	no	0	Ambition to achieve and self confidence	0
0	It would be a possibility because I would like to create a strong business idea and see it through completely to the best quality it could.	0	0	Seeing an opportunity to increase a business popularity and profit through students	0

0	If I was self employed I would be in control of what I do. Everything I do would be around me. Also it's a good way of living and making money	Yes because I didn't really know anything about enterprise but at my time at Leeds Met I have learned many things and hope to learn more	Just thought of an idea but certain aspects at Leeds Met helped me.	0	0
I want to be able to get more knowledge and skills before thinking about about becoming self employed. I have seen my paretns do it for may years and it isnt easy	0	0	0	My time at Leeds Met has given me more knowledge	Yes it has made me not want to start my own business
0	I would like to have my own business after I graduate because I need to contact some organisation that already supports youth development in sudan	No, but Leeds Met experiences encouraged me more	0	The reason I ticked 6-12 month period was I need to make contact to some organisation before start my own business	No
Not enough experience to become self employed after graduation	0	0	0	0	0

Business Enterprise Planning

Please state in your own words the things you *liked* about this module.

Please state in your own words the things you *disliked* about this module.

Please state in your own words any suggestions for improvement of this module.

Creating a business, see if it could actually work

lectures information

Seminar lessons

one to one tutoring opportunities

The thought of creating business

working with groups

non

Opportunity to be creative. Chance to look at marketing

Working in a difficult group, assessment percentage

Splitting the module up so it is not 100% in one assessment

Slide Shows, lectures

Seminars

Make the seminars faster to work in and more organised

Assessment type, lecturer, opportunity to be creative

Assessment percentage

0

presentation

assessment0 the essay, lectures, not interactive

More interactive lectures

interesting, eye opener	The way the module was presented- a little tedious	Note innovative ways of teaching
Presentation skills, entrepreneur skills	very confusing, no layout	Better concept at start. Help in presentation set up not just thats right/not
enhanced presentation skills and communication	no layout, confusing	better lectures- not boring. Improved seminars instead of clinics
Being creative, the clinics	Having to present your busines idea to the group	0
The opportunities shown to me during YR1 meetings	Enterprise presentation, the clinics	Clearer requirements for enterprise presentation. Proper seminars rather than pointless clinques which are 2 mins per group
seminars, using imaginatoion	lectures	0
Content	Group work	Remove group work element for final assessment
Realism of assessment	Working out what entrepreneur type we are	0

The seminars	lectures	Few speakers in (business men)
experience	challenging/ boring	0
the image of having a succesful business,	Mike ashes- attitude	More tutorial time
Sorting out a work placement	Some of the planning	Start essay earlier
Organsied, freedom to explore, good lectures	Not much time to decide on work, seminars werent great	Have only 1 assessment
organised freedom to explore	seminars didn't build on knowledge	0
business models and theory's	0	0
Entrepreneurial., completely business orientated	Lectures - only sit and listen, no interaction choose sporting business	different styles of learning: too much info in lectures:can't focus

People talking to the group, Working with others	The lectures	Make lectures less boring
opportunity to work on our own and plan a proper event for charity	0	0
Information and help given in level 1. Yr group meetings	Attitude of Mike Ash	0
Group work, learn about enterprising	Tutor, lectures, assessment	Better assessment
Groupwork	Presentation, attitude of Mike Ask	0
Encouragement, development, understanding increased confidence	0	0
Included more business management- Information given in more depth	Not learning much more, just utilising previous skills and knowledge	0
We have to come up with our own business idea	0	0

Business skills, increasing confidence	0	0
Marketing aspect of module	Not really what I expected from the course of sports business management. Not everyone wants to set up own business so doesn't apply to everyone	0
Use of theoretical models coming up with our own business idea	Lectures were a bit boring Presentation assessment not clear	I think the assignment details for the presentation could be a lot more specific
Seminar clinics content of business enterprise realisation of opportunities	Sometimes felt lecturers were slightly irrelevant	0
keeps us thinking about our career opportunities - what / how the UK industry / business is like	0	0
Advice and great opportunities provided by lecturers, module content	0	0
having insights to different businesses	0	even more opportunities to get into enterprising and to create a business
0	0	More action- how to put it into actoin (a business)

Opportunities shown through the year group meetins, like clinics as it keeps you on top of work	the lectures for business enterprise- not learnt much	3
I think the module is appropriate and is encouragable to students to do own business	0	none
Idea of starting new business	tedious, the tutor, seemed irrelevant	The assessment doesnt seem very realistic, having your own business

Module: Strategic Marketing
Course: Sports Business Management
Faculty: Carnegie
Year: 3
Sample Size: 19

Age

	Frequency	Percent
no response	11	57.9
20	4	21.1
21	3	15.8
22	1	5.3
Total	19	100.0

The age dispersal is detailed in the table above.

Gender

	Frequency	Percent
no response	8	42.1
Male	9	47.4
Female	2	10.5
Total	19	100.0

The gender split is detailed in the table above.

My awareness of enterprise has increased

	Frequency	Percent
no response	2	10.5
strongly disagree	3	15.8
disagree	5	26.3
neither	2	10.5
agree	7	36.8
Total	19	100.0

This table illustrates responses to the question 'my awareness of enterprise has been increased'.

My potential to be enterprising has been increased

	Frequency	Percent
no response	2	10.5
strongly disagree	2	10.5
disagree	4	21.1
neither	3	15.8
agree	8	42.1
Total	19	100.0

This table illustrates responses to the question 'my potential to be enterprising has been increased'.

The series of tables that follow are the student's responses to a list of enterprise characteristics that they believe they have learned while studying the module.

Be opportunity seeking and grasping

	Frequency	Percent
no response	1	5.3
strongly disagree	1	5.3
disagree	6	31.6
neither	5	26.3
agree	5	26.3
strongly agree	1	5.3
Total	19	100.0

Take initiative to make things happen

	Frequency	Percent
no response	1	5.3
disagree	6	31.6
neither	2	10.5
agree	9	47.4
strongly agree	1	5.3
Total	19	100.0

Solve problems creatively

	Frequency	Percent
no response	1	5.3
strongly disagree	1	5.3
disagree	5	26.3
neither	3	15.8
agree	9	47.4
Total	19	100.0

Manage myself autonomously

	Frequency	Percent
no response	1	5.3
strongly disagree	1	5.3
disagree	2	10.5
neither	2	10.5
agree	13	68.4
Total	19	100.0

**Take responsibility for and ownership
of things**

	Frequency	Percent
no response	2	10.5
strongly disagree	2	10.5
disagree	2	10.5
neither	1	5.3
agree	10	52.6
strongly agree	2	10.5
Total	19	100.0

See things through

	Frequency	Percent
no response	1	5.3
strongly disagree	2	10.5
disagree	3	15.8
neither	3	15.8
agree	9	47.4
strongly agree	1	5.3
Total	19	100.0

Network effectively

	Frequency	Percent
no response	2	10.5
strongly disagree	3	15.8
disagree	6	31.6
agree	5	26.3
strongly agree	3	15.8
Total	19	100.0

Put things together creatively

	Frequency	Percent
no response	2	10.5
strongly disagree	2	10.5
disagree	4	21.1
neither	2	10.5
agree	8	42.1
strongly agree	1	5.3
Total	19	100.0

Use my judgment to take calculated risks

	Frequency	Percent
no response	1	5.3
strongly disagree	1	5.3
disagree	2	10.5
neither	5	26.3
agree	9	47.4
strongly agree	1	5.3
Total	19	100.0

Have ambition to achieve

	Frequency	Percent
no response	1	5.3
strongly disagree	2	10.5
neither	9	47.4
agree	4	21.1
strongly agree	3	15.8
Total	19	100.0

Have self confidence and self belief

	Frequency	Percent
no response	1	5.3
strongly disagree	3	15.8
disagree	5	26.3
agree	7	36.8
strongly agree	3	15.8
Total	19	100.0

Persevere

	Frequency	Percent
no response	2	10.5
strongly disagree	2	10.5
disagree	3	15.8
neither	3	15.8
agree	8	42.1
strongly agree	1	5.3
Total	19	100.0

Control my future

	Frequency	Percent
no response	1	5.3
strongly disagree	2	10.5
disagree	7	36.8
neither	3	15.8
agree	6	31.6
Total	19	100.0

Be action oriented

	Frequency	Percent
no response	2	10.5
strongly disagree	2	10.5
disagree	3	15.8
neither	2	10.5
agree	7	36.8
strongly agree	3	15.8
Total	19	100.0

**Have a preference for learning by
doing**

	Frequency	Percent
no response	1	5.3
strongly disagree	2	10.5
disagree	4	21.1
neither	1	5.3
agree	7	36.8
strongly agree	4	21.1
Total	19	100.0

Be hardworking

	Frequency	Percent
no response	2	10.5
strongly disagree	2	10.5
disagree	5	26.3
neither	2	10.5
agree	6	31.6
strongly agree	2	10.5
Total	19	100.0

Be determined

	Frequency	Percent
no response	1	5.3
strongly disagree	2	10.5
disagree	3	15.8
neither	6	31.6
agree	4	21.1
strongly agree	3	15.8
Total	19	100.0

Be creative

	Frequency	Percent
no response	1	5.3
strongly disagree	1	5.3
disagree	2	10.5
neither	3	15.8
agree	10	52.6
strongly agree	2	10.5
Total	19	100.0

Be persuasive

	Frequency	Percent
no response	2	10.5
strongly disagree	1	5.3
disagree	3	15.8
neither	3	15.8
agree	8	42.1
strongly agree	2	10.5
Total	19	100.0

Negotiate effectively

	Frequency	Percent
no response	1	5.3
strongly disagree	1	5.3
disagree	5	26.3
neither	2	10.5
agree	7	36.8
strongly agree	3	15.8
Total	19	100.0

Be good at selling

	Frequency	Percent
no response	1	5.3
strongly disagree	4	21.1
disagree	2	10.5
neither	3	15.8
agree	5	26.3
strongly agree	4	21.1
Total	19	100.0

Be good at proposing

	Frequency	Percent
no response	2	10.5
strongly disagree	1	5.3
neither	4	21.1
agree	9	47.4
strongly agree	3	15.8
Total	19	100.0

Manage business projects and situations as a whole

	Frequency	Percent
no response	1	5.3
strongly disagree	3	15.8
disagree	1	5.3
neither	5	26.3
agree	7	36.8
strongly agree	2	10.5
Total	19	100.0

Be good at strategic thinking

	Frequency	Percent
no response	2	10.5
strongly disagree	1	5.3
disagree	4	21.1
neither	4	21.1
agree	8	42.1
Total	19	100.0

**Make intuitive decisions under
conditions of uncertainty**

	Frequency	Percent
no response	1	5.3
strongly disagree	3	15.8
disagree	6	31.6
neither	3	15.8
agree	5	26.3
strongly agree	1	5.3
Total	19	100.0

Prior experience

	Frequency	Percent
A level business studies	1	5.3
An A Level in Applied Business	1	5.3
Business Studies A Level	1	5.3
Business studies at A levels and AS levels	1	5.3
We had an enterprise week at year 12 which I thoroughly enjoyed	1	5.3
Work placement through the 6th form. Business enterprise as an extra curricular activity in 6th form	1	5.3
Work placement- had training in selling	1	5.3
Yes business plans modules	1	5.3
Yes had to plan opening a business (gym)	1	5.3
Yes young enterprise' this was much better as we actually did it for real with own money and risk, so much better	1	5.3
Yes - Business A Level	1	5.3

This table illustrates all those responses that indicated the students have had some prior experience of enterprise whether this was prior to university or prior to this module on an earlier year.

Mother is self-employed?

	Frequency	Percent
no response	1	5.3
Yes - mother	2	10.5
No- mother	16	84.2
Total	19	100.0

This table illustrates how many of the students have a mother who is self-employed. In this case there are 2 with a mother in self-employment.

Father is self-employed?

	Frequency	Percent
no response	1	5.3
Yes - father	4	21.1
No- father	14	73.7
Total	19	100.0

This table illustrates how many of the students have a father who is self-employed. In this case there are 4 with a father in self-employment.

**considered self-employment
after graduating?**

	Frequency	Percent
no response	4	21.1
Yes	9	47.4
no	6	31.6
Total	19	100.0

This table illustrates the number of respondents who have considered self-employment as an option after graduation.

**Mother is self-employed? X considered self-employment
after graduating?**

				Total
	no response	Yes	no	
no response	1 5.3%	0 .0%	0 .0%	1 5.3%
Yes - mother	0 .0%	1 5.3%	1 5.3%	2 10.5%
No - mother	3 15.8%	8 42.1%	5 26.3%	16 84.2%
Total	4 21.1%	9 47.4%	6 31.6%	19 100.0%

This tables illustrates those respondents who have a mother in self-employment are also considering self-employment. One person with a mother self-employed is considering the option and 8 are considering self-employment who don't have a mother in self-employment.

Father is self-employed? X considered self-employment after graduating?

				Total
	no response	Yes	no	
no response	1 5.3%	0 .0%	0 .0%	1 5.3%
Yes - father	1 5.3%	3 15.8%	0 .0%	4 21.1%
No - father	2 10.5%	6 31.6%	6 31.6%	14 73.7%
Total	4 21.1%	9 47.4%	6 31.6%	19 100.0%

This tables illustrates those respondents who have a father in self-employment are also considering self-employment. Three respondents with a father self-employed are considering the option and 6 are considering self-employment who don't have a father in self-employment.

How soon are you planning to start-up your own business?

	Frequency	Percent
no response	11	57.9
whilst at university	1	5.3
1-2 years	1	5.3
2-3 years	3	15.8
3-5 years	2	10.5
after 5 years	1	5.3
Total	19	100.0

This table illustrates how soon those considering self-employment are planning to start-up their own business after graduation.

**Overall my experience of studying
enterprise modules at Leeds Met has
been a positive experience**

	Frequency	Percent
no response	7	36.8
strongly disagree	1	5.3
disagree	4	21.1
neither	2	10.5
agree	3	15.8
strongly agree	2	10.5
Total	19	100.0

This table illustrates how the respondents felt about their overall experience of enterprise modules at Leeds Met.

Strategic Marketing

Please tell us what impact, if any, this module has had on you personally in relation to learning about being enterprising. Please tell us in your own words how and why it has or hasn't.

Please think about aspects of the 'module content', and the 'assessment method' of this module. Did either impact upon your learning?

Please think about the content of this module and any impact it may have had upon your employability after graduation. For example has it enhanced any skills you believe will increase your employability or not?

Before coming to University had you any prior experience of enterprise or studying enterprise modules? E.g. at school, at A' level or work placements. If yes, please give details.

Finance aspects have really helped me although more detail and cross over theory into other areas of business would be more helpful to justify/contextualise financial decisions/ processes

Delivering research to the group was good in that we could learn from other groups ready for the written assignments

Financial awareness aids employability although no crossover into the other areas of business make it difficult to apply knowledge

Yes business plans modules

An interesting module but was very stressful due to the lack of information given before the module as an elective. It was a core module for Sports development and we were brought in with no intro into level 2 work

The assessment was very poorly explained as it was just based on 3 specific documents that were never gone through within the seminar class

Didn't enhance my skills, was poorly put together and was muddled through

An A Level in Applied Business

Had to gain a sponsor for a sport event	Had to do a presentation and group coursework- really poorly run- had a group member who had nothing to do with our course, had another member not turn up	If anything it knocked my confidence due to poor lectures and module leaders	Yes had to plan opening a business (gym)
Helped you think about new ideas and how to input them in the real world	The assessment was in a group so it helped me socialise in the early stages of the courses	0	N/A
I felt at level 3, this module was irrelevant and poorly weighted. As business students we should have had core business modules in level 3. Also we were marked against the assignments of marketing students, bringing down our grades	The 60-40 weighting of group work to exam was a negative. Working in a group of 5-6 in a third year module worth 60% can be damaging as some people will slack and even if you peer assess you will still struggle to complete a 5000 word marketing plan.	No, this module did help employability, but after the 3rd similar module that taught the same stuff it became a poor use of time	No
relating an appropriate sponsor for a sports club and explain as well as negotiating a sponsor deal	Positive- the module would be an area of interest for possible career	Selling and negotiating skills are key to going to a good sponsor deal which were improved throughout	Work placement- had training in selling

Made me think around ideas and what it takes to run own business	The assessment improved presentation skills and was like dragons den	If I want to go into enterprise and come up with my own business it might help me a little bit but not much	Yes young enterprise' this was much better as we actually did it for real with own money and risk, so much better
What it takes to run your own business	It was good to improve presentation skills	There was not much about employability. But there was a concept of improving confidence within a group. No: it was not anything like real life, purely academic	No
Get you thinking in a way that required original and enterprising ideas	Assessment- improved presentation skills	0	0
Did not really give extra tips on developing business. No tips on how to run finances	Group work can sometimes not give a fair reflection of effort put in	No, nothing particularly relevant to add to my cv	Yes- Business A Level

How to create a business idea for a chosen target market. Developed ideas for setting up own business. Gave confidence to actually do it ourselves	Assessment- large group assessment- group work not fair, but may be too much work to do on my own	Understanding all the different elements of running a business	No
It was a great opportunity to express and show your skills and interest in the area	It was positive especially when having received good feedback. The way the module has run was good	If it was taught again or throughout the 3 years it would be vital however it is difficult to adapt in these skills and experience 3 years later	We had an enterprise week at year 12 which I thoroughly enjoyed
0	0	More knowledge on marketing	A level business studies
How to draw up marketing plans. didn't show much grounding of how to apply economics, we just created a plan and roughly estimated financial info	The online exam was too easy, too much reliance on group project, doesn't show personal capability	Yes, much more knowledge on marketing and how to apply theory to practice	Work placement through the 6th form. Business enterprise as an extra curricular activity in 6th form

Good introducing initial business theory and application	Again good in introducing key values but this was sparsely followed up in later years/semesters	No, 1st level course so not a great deal of deeper level thinking- especially when not followed up with further enterprising modules	Business studies at A levels and AS levels
Made me think about different sectors and how they affect people		None as it does not interest me	No guarantee of being financially safe
None really, some good teamworking skills and presentation skills from level 1	0	0	Business Studies A Level

Strategic Marketing

Please say in your own words why you would <u>not</u> consider self-employment after graduation.	If you are planning on becoming self-employed whilst at university or after graduation please explain your reasons. For example, if you want to work for yourself only, you have a really great idea for a business or because your parents are/were self-employed.	Was your decision to consider self employment as a consequence of your experience at Leeds Met?	Is all or part of your decision to become self-employed whilst at University as a consequence of your experience at Leeds Met?	As regards your ambitions to become self-employed, please list <u>any</u> attributes that you have learned or improved as a consequence of ' <u>your time</u> ' at Leeds Met that have had a positive effect on your decision to become self-employed.	If your parents are/were self-employed has this had any impact upon your decision to become self-employed or not? Please say in your own words how and why it has or hasn't.
0	Because I hope to work for myself and manage a business as a whole	No, I had chosen this course as I wanted to be self employed throughout college	0	Presentation skills, autonomy	N/A
0	Work for myself in control of my own future	0	0	0	0
0	Eventually would like to run my own business maybe selling sports nutrition	0	0	0	0
I do not have the knowledge base to do so	0	0	0	0	0
Want to be self employed, want to work my own hours and reap the benefits	0	5	0	0	0
Need more experience in business list	0	0	0	0	0

Prefer security of a big firm	0	0	0	0	0
Financial backing is hard to come by	0	0	0	0	0
0	More money, reliance on myself	0	No, own research	0	0
0	To do well for myself-money, run own business, be in control	0	Probably some influence	Confidence, communication	0
0	I have always worked to run my own business and doing this case was a way to develop my skills to enable this	No	0	Group work and leading a team	no not really, I always worked to be
0	freedom and choice to do what you want	No	0	General business skills, networking	0
May do eventually, but I dont think this course sets you up to be self employed, doesnt go into enough detail on large matters such as economics and enterprising. Sets up more managerial role of existing companies	0	0	0	0	0

Not enough skills at the moment or ideas. Tough in this economic climate	0	0	0	0
no gurantee of being financially safe	0	0	0	0
0	My dad is self employed and because I want to be my own boss	0	0	Teamwork, leadership, presenting

Strategic Marketing

Please state in your own words the things you <i>liked</i> about this module.	Please state in your own words the things you <i>disliked</i> about this module.	Please state in your own words any suggestions for improvement of this module.
Content	Delivery, lack of application to other areas	More related modules in business supporting it
0	Assessments	Remove group work
0	Not real business, even if it ws great business idea and world create lots of money of presentations was not good. Good marks were not given	More real life. Actually do business. Real life/real money get graded on quality of idea/how much we make

Content, presentation	Group work	0
Chance to do own research	Group work	0
Variety of modules, some group work, practical modules, no exams	Some group work	More enterprise and practical work
Creativity, relevance, i enjoy marketing	Group work, exam online-didnt test me	More centered around creating a project, less on the exam. Help develop throughout module
Learning different skills	not developing these skills	Progressing these skills in further modules
0	relevance to my interest	take it out

Module: Business Simulation
Course: HND Business & Management
Faculty: Business & Law
Year: 2
Sample Size: 11

Age

	Frequency	Percent
20	4	36.4
21	4	36.4
22	1	9.1
28	1	9.1
29	1	9.1
Total	11	100.0

The age dispersal is detailed in the table above.

Gender

	Frequency	Percent
Male	9	81.8
Female	2	18.2
Total	11	100.0

The gender split is detailed in the table above.

My awareness of enterprise has increased

	Frequency	Percent
strongly disagree	1	9.1
neither	1	9.1
agree	6	54.5
strongly agree	3	27.3
Total	11	100.0

This table illustrates responses to the question 'my awareness of enterprise has been increased'.

My potential to be enterprising has been increased

	Frequency	Percent
strongly disagree	1	9.1
neither	2	18.2
agree	6	54.5
strongly agree	2	18.2
Total	11	100.0

This table illustrates responses to the question 'my potential to be enterprising has been increased'.

The series of tables that follow are the student's responses to a list of enterprise characteristics that they believe they have learned while studying the module.

Be opportunity seeking and grasping

	Frequency	Percent
strongly disagree	1	9.1
disagree	1	9.1
neither	1	9.1
agree	7	63.6
strongly agree	1	9.1
Total	11	100.0

Take initiative to make things happen

	Frequency	Percent
strongly disagree	1	9.1
neither	3	27.3
agree	7	63.6
Total	11	100.0

Solve problems creatively

	Frequency	Percent
strongly disagree	1	9.1
neither	3	27.3
agree	6	54.5
strongly agree	1	9.1
Total	11	100.0

Manage myself autonomously

	Frequency	Percent
strongly disagree	1	9.1
disagree	1	9.1
neither	3	27.3
agree	4	36.4
strongly agree	2	18.2
Total	11	100.0

Take responsibility for and ownership of things

	Frequency	Percent
strongly disagree	1	9.1
neither	2	18.2
agree	5	45.5
strongly agree	3	27.3
Total	11	100.0

See things through

	Frequency	Percent
strongly disagree	1	9.1
disagree	1	9.1
neither	1	9.1
agree	7	63.6
strongly agree	1	9.1
Total	11	100.0

Network effectively

	Frequency	Percent
strongly disagree	1	9.1
neither	4	36.4
agree	6	54.5
Total	11	100.0

Put things together creatively

	Frequency	Percent
strongly disagree	1	9.1
neither	2	18.2
agree	8	72.7
Total	11	100.0

Use my judgment to take calculated risks

	Frequency	Percent
strongly disagree	1	9.1
neither	2	18.2
agree	6	54.5
strongly agree	2	18.2
Total	11	100.0

Have ambition to achieve

	Frequency	Percent
strongly disagree	1	9.1
neither	4	36.4
agree	3	27.3
strongly agree	3	27.3
Total	11	100.0

Have self confidence and self belief

	Frequency	Percent
disagree	1	9.1
neither	3	27.3
agree	5	45.5
strongly agree	2	18.2
Total	11	100.0

Persevere

	Frequency	Percent
disagree	1	9.1
neither	3	27.3
agree	6	54.5
strongly agree	1	9.1
Total	11	100.0

Control my future

	Frequency	Percent
no response	1	9.1
strongly disagree	1	9.1
neither	2	18.2
agree	5	45.5
strongly agree	2	18.2
Total	11	100.0

Be action oriented

	Frequency	Percent
disagree	1	9.1
neither	3	27.3
agree	6	54.5
strongly agree	1	9.1
Total	11	100.0

Have a preference for learning by doing

	Frequency	Percent
strongly disagree	1	9.1
neither	4	36.4
agree	4	36.4
strongly agree	2	18.2
Total	11	100.0

Be hardworking

	Frequency	Percent
strongly disagree	1	9.1
neither	2	18.2
agree	6	54.5
strongly agree	2	18.2
Total	11	100.0

Be determined

	Frequency	Percent
no response	1	9.1
strongly disagree	1	9.1
neither	3	27.3
agree	3	27.3
strongly agree	3	27.3
Total	11	100.0

Be creative

	Frequency	Percent
disagree	2	18.2
neither	2	18.2
agree	5	45.5
strongly agree	2	18.2
Total	11	100.0

Be persuasive

	Frequency	Percent
strongly disagree	2	18.2
neither	4	36.4
agree	3	27.3
strongly agree	2	18.2
Total	11	100.0

Negotiate effectively

	Frequency	Percent
strongly disagree	2	18.2
neither	2	18.2
agree	3	27.3
strongly agree	4	36.4
Total	11	100.0

Be good at selling

	Frequency	Percent
strongly disagree	1	9.1
disagree	3	27.3
neither	1	9.1
agree	3	27.3
strongly agree	3	27.3
Total	11	100.0

Be good at proposing

	Frequency	Percent
strongly disagree	1	9.1
disagree	1	9.1
neither	1	9.1
agree	6	54.5
strongly agree	2	18.2
Total	11	100.0

Manage business projects and situations as a whole

	Frequency	Percent
disagree	1	9.1
neither	1	9.1
agree	6	54.5
strongly agree	3	27.3
Total	11	100.0

Be good at strategic thinking

	Frequency	Percent
strongly disagree	1	9.1
disagree	2	18.2
neither	1	9.1
agree	5	45.5
strongly agree	2	18.2
Total	11	100.0

**Make intuitive decisions under
conditions of uncertainty**

	Frequency	Percent
strongly disagree	2	18.2
disagree	2	18.2
agree	5	45.5
strongly agree	2	18.2
Total	11	100.0

Prior experience

	Frequency	Percent
A Level business studies introduced me to various aspects of enterprise	1	9.1
Business BTEC	1	9.1

This table illustrates all those responses that indicated the students have had some prior experience of enterprise whether this was prior to university or prior to this module on an earlier year.

Mother self-employed?

	Frequency	Percent
no response	1	9.1
No- mother	10	90.9
Total	11	100.0

This table illustrates how many of the students have a mother who is self-employed. In this case there are none with a mother in self-employment.

Father self-employed?

	Frequency	Percent
no response	1	9.1
Yes - father	4	36.4
No- father	6	54.5
Total	11	100.0

This table illustrates how many of the students have a father who is self-employed. In this case there are 4 with a father in self-employment.

Considered self-employed after graduating?

	Frequency	Percent
Yes	8	72.7
no	2	18.2
already self-employed	1	9.1
Total	11	100.0

This table illustrates the number of respondents who have considered self-employment as an option after graduation.

**Mother self-employed? X
considered self-employed after graduating?**

				Total
	Yes	no	already self-employed	
no response	1 9.1%	0 .0%	0 .0%	1 9.1%
No- mother	7 63.6%	2 18.2%	1 9.1%	10 90.9%
Total	8 72.7%	2 18.2%	1 9.1%	11 100.0%

This table illustrates those respondents who have a mother in self-employment are also considering self-employment. None considering the option has a mother self-employed but 7 are considering self-employment who don't have a mother in self-employment and one is already self-employed.

Father self-employed? X considered self-employed after graduating?

				Total
	Yes	no	already self-employed	
no response	1 9.1%	0 .0%	0 .0%	1 9.1%
Yes - father	4 36.4%	0 .0%	0 .0%	4 36.4%
No- father	3 27.3%	2 18.2%	1 9.1%	6 54.5%
Total	8 72.7%	2 18.2%	1 9.1%	11 100.0%

This table illustrates those respondents who have a father in self-employment are also considering self-employment. Four respondents with a father self-employed are considering the option and 3 are considering self-employment who don't have a father in self-employment. One is already self-employed without a father in self-employment.

How soon are you planning to start-up your own business?

	Frequency	Percent
no response	2	18.2
1-2 years	2	18.2
2-3 years	2	18.2
3-5 years	1	9.1
after 5 years	4	36.4
Total	11	100.0

This table illustrates how soon those considering self-employment are planning to start-up their own business after graduation.

Please say how long you have been self-employed

	Frequency	Percent
no response	9	81.8
self-employed before university	1	9.1
become self-employed since being at university	1	9.1
Total	11	100.0

This table illustrates how many respondents are self-employed on this module and when they became self-employed.

Overall my experience of studying enterprise modules at Leeds Met has been a positive experience

	Frequency	Percent
no response	1	9.1
strongly disagree	2	18.2
agree	5	45.5
strongly agree	3	27.3
Total	11	100.0

This table illustrates how the respondents felt about their overall experience of enterprise modules at Leeds Met.

Business Simulation

Please tell us what impact, if any, this module has had on you personally in relation to learning about being enterprising. Please tell us in your own words how and why it has or hasn't.

Please think about aspects of the 'module content', and the 'assessment method' of this module. Did either impact upon your learning?

Please think about the content of this module and any impact it may have had upon your employability after graduation. For example has it enhanced any skills you believe will increase your employability or not?

Before coming to University had you any prior experience of enterprise or studying enterprise modules? E.g. at school, at A' level or work placements. If yes, please give details.

Opened my mind to what has involved when running your own business

yes positive and I have learnt a lot

it makes me think about owning my own business

No

0 The assessment is brilliant as you are awarded for your personal contribution

Yes by doing presentations and working in a team

No

<p>This module has helped me to look at the vital parts of business where I wouldn't normally think. If I were to start up a new business. Also gave me some knowledge (basic) of how important VMOS is in business</p>	<p>The positive aspect of this module is that this module is quite interesting and unique</p>	<p>I think it definitely made me look things different and has improved my thinking skills. For example decision making.</p>	<p>Business BTEC</p>
---	---	--	----------------------

<p>it has made me more aware of the implications of starting up a business and what to avoid and how to target specific market in relation to your type of product</p>	<p>Made me more of a team player by giving me opportunity to work in teams</p>	<p>No</p>	<p>No</p>
--	--	-----------	-----------

<p>eye opening, interactive</p>	<p>positive</p>	<p>very employable</p>	<p>N/A</p>
---------------------------------	-----------------	------------------------	------------

Business Simulation

Please tell us what impact, if any, this module has had on you personally in relation to learning about being enterprising. Please tell us in your own words how and why it has or hasn't.

Please think about aspects of the 'module content', and the 'assessment method' of this module. Did either impact upon your learning?

Please think about the content of this module and any impact it may have had upon your employability after graduation. For example has it enhanced any skills you believe will increase your employability or not?

Before coming to University had you any prior experience of enterprise or studying enterprise modules? E.g. at school, at A' level or work placements. If yes, please give details.

Opened my mind to what has involved when running your own business

yes positive and I have learnt a lot

it makes me think about owning my own business

No

0 The assessment is brilliant as you are awarded for your personal contribution

Yes by doing presentations and working in a team

No

<p>This module has helped me to look at the vital parts of business where I wouldn't normally think. If I were to start up a new business. Also gave me some knowledge (basic) of how important VMOS is in business</p>	<p>The positive aspect of this module is that this module is quite interesting and unique</p>	<p>I think it definitely made me look things different and has improved my thinking skills. For example decision making.</p>	<p>Business BTEC</p>
<p>it has made me more aware of the implications of starting up a business and what to avoid and how to target specific market in relation to your type of product</p>	<p>Made me more of a team player by giving me opportunity to work in teams</p>	<p>No</p>	<p>No</p>
<p>eye opening, interactive</p>	<p>positive</p>	<p>very employable</p>	<p>N/A</p>

Business Simulation

Please say in your own words why you would <u>not</u> consider self-employment after graduation.	If you are planning on becoming self-employed whilst at university or after graduation please explain your reasons. For example, if you want to work for yourself only, you have a really great idea for a business or because your parents are/were self-employed.	Was your decision to consider self employment as a consequence of your experience at Leeds Met?	Is all or part of your decision to become self-employed whilst at University as a consequence of your experience at Leeds Met?	As regards your ambitions to become self-employed, please list <u>any</u> attributes that you have learned or improved as a consequence of ' <u>your time</u> ' at Leeds Met that have had a positive effect on your decision to become self-employed.	If your parents are/were self-employed has this had any impact upon your decision to become self-employed or not? Please say in your own words how and why it has or hasn't.
0	To control my own future and depend on myself	No	0	To be well prepared and organised	My dads self employed and I would like the same lifestyle
0	0	0	When I applied to Leedsmet I was already self employed but this course has really helped me into gaining more business knowledge	Time management, confidence, patience	Yes I think being self employed is the way forward as you are in control of your destiny
0	Independance and freedom	No	0	Business knowledge and confidence	My dad is self-employed so have always kind of looked up to him
As I would not feel comfortable with teh idea of relying on consumes loyally to pay bills 0	0	0	When growing up in school and wanting to be my own boss and be in control	team working	0
0	Be my own boss and be creative in business	0	0	Confidence, IT skills, Finance Skills	0

0	I feel I have a good idea and location to succeed in a profitable anec	No	0	0	0
I will be joining the RAF	0	0	0	0	0
0	My business rules- flexibility and greater returns	0	0	N./A	Yes it has- the salary
0	0	I believe that working for someone else can teach you to run a business. Studying at Leeds Met taught me to learn as much as possible then go out and put it into practice on your own, be creative	0	0	0
0	I feel that I would enjoy running my own business after learning to some degree how to do it.	Yes. Has given me confidence in having the ability to run a business, where before I never felt I would be able to do it.	0	Confidence in all areas within runnung a business. Organisation skills. Being motivated to finish something once started	No my parents have not been self employed

Business Simulation

Please state in your own words the things you *liked* about this module.

Please state in your own words the things you *disliked* about this module.

Please state in your own words any suggestions for improvement of this module.

Content

Robert Tells attitude

Teachers

I liked the enthusiasm of the lecturers, they make you feel as if you are in the real world they are fantastic

Please take out the incentives

Lecture attendance

Group work

No more group work

Team working

Pressure in presentation

More information on live simulation

Tutors simulation, work

0

Tutors, simulation, work

Content

Group Work

Make more individual work

Working with the group, simulation work

Having to travel all the way to Headingley to do VMO's. Why build the Rose Bowl and then not use it for business work?

0

Tutor	The module as a whole	N/A
The group aspects, learning the financials and business plans	The restriction on product market for business plan	0
The Rose Bowl building timetable and hours within the studying weeks	Attendance by other students, extreme	Have a forced attendance programme. Other students not showing up I feel can sometimes affect my learning negatively

Module: Business Analysis & Practice

Course: Business Studies; Business & HRM; Economics for Business

Faculty: Business & law

Year: 2

Sample Size: 12

Age

	Frequency	Percent
no response	1	8.3
20	5	41.7
21	2	16.7
22	2	16.7
23	1	8.3
24	1	8.3
Total	12	100.0

The age dispersal is detailed in the table above.

Gender

	Frequency	Percent
no response	1	8.3
Male	5	41.7
Female	6	50.0
Total	12	100.0

The gender split is detailed in the table above.

My awareness of enterprise has increased

	Frequency	Percent
no response	1	8.3
agree	10	83.3
strongly agree	1	8.3
Total	12	100.0

This table illustrates responses to the question 'my awareness of enterprise has been increased'.

My potential to be enterprising has been increased

	Frequency	Percent
no response	1	8.3
agree	10	83.3
strongly agree	1	8.3
Total	12	100.0

This table illustrates responses to the question 'my potential to be enterprising has been increased'.

The series of tables that follow are the student's responses to a list of enterprise characteristics that they believe they have learned while studying the module.

Be opportunity seeking and grasping

	Frequency	Percent
no response	1	8.3
neither	2	16.7
agree	9	75.0
Total	12	100.0

Take initiative to make things happen

	Frequency	Percent
no response	1	8.3
neither	1	8.3
agree	9	75.0
strongly agree	1	8.3
Total	12	100.0

Solve problems creatively

	Frequency	Percent
no response	1	8.3
neither	1	8.3
agree	9	75.0
strongly agree	1	8.3
Total	12	100.0

Manage myself autonomously

	Frequency	Percent
no response	1	8.3
neither	3	25.0
agree	8	66.7
Total	12	100.0

**Take responsibility for and
ownership of things**

	Frequency	Percent
no response	2	16.7
neither	1	8.3
agree	8	66.7
strongly agree	1	8.3
Total	12	100.0

See things through

	Frequency	Percent
no response	1	8.3
neither	1	8.3
agree	7	58.3
strongly agree	3	25.0
Total	12	100.0

Network effectively

	Frequency	Percent
Valid no response	1	8.3
neither	4	33.3
agree	5	41.7
strongly agree	2	16.7
Total	12	100.0

Put things together creatively

	Frequency	Percent
no response	2	16.7
neither	5	41.7
agree	5	41.7
Total	12	100.0

Use my judgment to take calculated risks

	Frequency	Percent
no response	1	8.3
neither	1	8.3
agree	9	75.0
strongly agree	1	8.3
Total	12	100.0

Have ambition to achieve

	Frequency	Percent
no response	2	16.7
agree	10	83.3
Total	12	100.0

Have self confidence and self belief

	Frequency	Percent
no response	1	8.3
disagree	1	8.3
neither	1	8.3
agree	8	66.7
strongly agree	1	8.3
Total	12	100.0

Persevere

	Frequency	Percent
no response	1	8.3
neither	1	8.3
agree	9	75.0
strongly agree	1	8.3
Total	12	100.0

Control my future

	Frequency	Percent
no response	1	8.3
disagree	2	16.7
neither	2	16.7
agree	7	58.3
Total	12	100.0

Be action oriented

	Frequency	Percent
no response	1	8.3
neither	2	16.7
agree	8	66.7
strongly agree	1	8.3
Total	12	100.0

	Frequency	Percent
no response	1	8.3
neither	2	16.7
agree	7	58.3
strongly agree	2	16.7
Total	12	100.0

Be hardworking

	Frequency	Percent
no response	1	8.3
neither	1	8.3
agree	8	66.7
strongly agree	2	16.7
Total	12	100.0

Be determined

	Frequency	Percent
no response	1	8.3
neither	2	16.7
agree	9	75.0
Total	12	100.0

Be creative

	Frequency	Percent
no response	1	8.3
disagree	1	8.3
neither	2	16.7
agree	7	58.3
strongly agree	1	8.3
Total	12	100.0

Be persuasive

	Frequency	Percent
no response	1	8.3
disagree	1	8.3
neither	3	25.0
agree	7	58.3
Total	12	100.0

Negotiate effectively

	Frequency	Percent
no response	1	8.3
neither	2	16.7
agree	7	58.3
strongly agree	2	16.7
Total	12	100.0

Be good at selling

	Frequency	Percent
no response	1	8.3
disagree	1	8.3
neither	4	33.3
agree	6	50.0
Total	12	100.0

Be good at proposing

	Frequency	Percent
no response	1	8.3
neither	2	16.7
agree	9	75.0
Total	12	100.0

Manage business projects and situations as a whole

	Frequency	Percent
no response	2	16.7
neither	1	8.3
agree	5	41.7
strongly agree	4	33.3
Total	12	100.0

Be good at strategic thinking

	Frequency	Percent
no response	2	16.7
neither	1	8.3
agree	6	50.0
strongly agree	3	25.0
Total	12	100.0

Make intuitive decisions under conditions of uncertainty

	Frequency	Percent
no response	2	16.7
neither	3	25.0
agree	5	41.7
strongly agree	2	16.7
Total	12	100.0

Prior experience

	Frequency	Percent
I have studied business studies at GCSE and A Level	1	8.3

This table illustrates all those responses that indicated the students have had some prior experience of enterprise whether this was prior to university or prior to this module on an earlier year.

Mother self-employed?

	Frequency	Percent
no response	1	8.3
No- mother	11	91.7
Total	12	100.0

This table illustrates how many of the students have a mother who is self-employed. In this case there are none with a mother in self-employment.

Father self-employed?

	Frequency	Percent
no response	1	8.3
Yes - father	3	25.0
No- father	8	66.7
Total	12	100.0

This table illustrates how many of the students have a father who is self-employed. In this case there are 3 with a father in self-employment.

Future career considered self-employed after graduating?

	Frequency	Percent
no response	3	25.0
Yes	4	33.3
no	5	41.7
Total	12	100.0

This table illustrates the number of respondents who have considered self-employment as an option after graduation.

Mother self-employed? X considered self-employed after graduating?

				Total
	no response	Yes	no	
no response	1 8.3%	0 .0%	0 .0%	1 8.3%
No - mother	2 16.7%	4 33.3%	5 41.7%	11 91.7%
Total	3 25.0%	4 33.3%	5 41.7%	12 100.0%

This table illustrates those respondents who have a mother in self-employment are also considering self-employment. Four respondents are considering self-employment who don't have a mother in self-employment.

Father self-employed? X considered self-employed after graduating?

				Total
	no response	Yes	no	
no response	1 8.3%	0 .0%	0 .0%	1 8.3%
Yes - father	0 .0%	3 25.0%	0 .0%	3 25.0%
No - father	2 16.7%	1 8.3%	5 41.7%	8 66.7%
Total	3 25.0%	4 33.3%	5 41.7%	12 100.0%

This table illustrates those respondents who have a father in self-employment are also considering self-employment. Three respondents with a father self-employed are considering the option and 1 is considering self-employment who doesn't have a father in self-employment.

How soon are you planning to start-up your own business?

	Frequency	Percent
no response	10	83.3
3-5 years	1	8.3
after 5 years	1	8.3
Total	12	100.0

This table illustrates how soon those considering self-employment are planning to start-up their own business after graduation.

Please say how long you have been self-employed

	Frequency	Percent
no response	11	91.7
self-employed before university	1	8.3
Total	12	100.0

This table illustrates how many respondents are self-employed on this module and when they became self-employed.

Overall my experience of studying enterprise modules at Leeds Met has been a positive experience

	Frequency	Percent
no response	4	33.3
disagree	1	8.3
agree	7	58.3
Total	12	100.0

This table illustrates how the respondents felt about their overall experience of enterprise modules at Leeds Met.

Business Analysis and Practice

Please tell us what impact, if any, this module has had on you personally in relation to learning about being enterprising. Please tell us in your own words how and why it has or hasn't.

Please think about aspects of the 'module content', and the 'assessment method' of this module. Did either impact upon your learning?

Please think about the content of this module and any impact it may have had upon your employability after graduation. For example has it enhanced any skills you believe will increase your employability or not?

Before coming to University had you any prior experience of enterprise or studying enterprise modules? E.g. at school, at A level or work placements. If yes, please give details.

It has helped me to learn how to run a company, albeit on a small scale, and how detailed the process is.

Positive effect, I really like the simulation as it is something practical

I think it will help me understand business as a whole and help me apply this in any job I take.

0

Greater understanding of what needs to be done when having a business

Assessment method kept the project moving along through the deadlines, so it wasn't left till the last minute

Improved my research abilities, impacts of decision making and what is required to make a business plan

No

It has helped me understand the way factories can produce product and how the decisions made upon quantity effects the final balance sheet (profit made)

Module content- Xstream is full of data assessment methd- group work isnt my favourite method

It has helped me improve my team working skills and style of decision making

I have studied business studies at GCSE and A Level

Business Analysis and Practice

Please say in your own words why you would not consider self-employment after graduation.

If you are planning on becoming self-employed whilst at university or after graduation please explain your reasons. For example, if you want to work for yourself only, you have a really great idea for a business or because your parents are/were self-employed.

Was your decision to consider self employment as a consequence of your experience at Leeds Met?

Is all or part of your decision to become self-employed whilst at University as a consequence of your experience at Leeds Met?

As regards your ambitions to become self-employed, please list any attributes that you have learned or improved as a consequence of 'your time' at Leeds Met that have had a positive effect on your decision to become self-employed.

I've not really thought about it at the minute but it is something that I wuld like to look at in the future

0

0

0

0

0 I would like to be my own boss, with all decisions relying on me to make them

0

0 Wide range of modules, helping in all aspects e.g business

0 It will give me the chance to have high motivation and the opportunity to be flexible

5

0

0

0 More freedom. Do my business on my own way

0

0

0

Because I do have enough money, if I have I will try to run my own business

0

0

0

0

0 Much opportunity to control own
business

0 No, not ready yet

Opportunity how to do business
plans

Dont want to be self employed

0

0

0

0

Feel I would work better under No
the guidance of a company/
business

0

0

0

I feel that it is not for me to be self employed, I would prefer to work my way up and gain management skills 1st

0

0

0

0

Because I want to get an enough experience before I start my own business

0

0

0

0

Business Analysis and Practice

Please state in your own words the things you <i>liked</i> about this module.	Please state in your own words the things you <i>disliked</i> about this module.	Please state in your own words any suggestions for improvement of this module.
Simulation	Amount of detail needed for the business plan	State a bit more clearly what is needed in the business plan, etc, show some examples maybe
Team work, good deadlines	Took a while to get into the project, no one seemed to know what to do	A bit more guidance on the business plan part of the module
Try how to creat enterprise	We only can use car industry	We can choose other industry instead of only car industry
0	0	Make it more reliable
Learning method, learn from simulating business	Do lots of stuff for the module and the simulation	More flexible for the simulation submissions and report
Course in general its interesting	x-stream, friday morning	Better planning of the course
Simulation, interesting/ different	x-stream- too many icons- friday morning	Simulation to not be so rushed, 6 decisions over 2 weeks is a lot

Working as a group assignment idea

0

0

Module: Entrepreneurship

Course: Masters in International Business

Faculty: Business & Law

Year: 4

Sample Size: 34

Age

	Frequency	Percent
no response	1	2.9
21	3	8.8
22	5	14.7
23	3	8.8
24	5	14.7
25	6	17.6
26	3	8.8
27	3	8.8
28	1	2.9
29	2	5.9
33	1	2.9
39	1	2.9
Total	34	100.0

The age dispersal is detailed in the table above.

Gender

	Frequency	Percent
no response	2	5.9
Male	19	55.9
Female	13	38.2
Total	34	100.0

The gender split is detailed in the table above.

My awareness of enterprise has increased

	Frequency	Percent
no response	1	2.9
neither	2	5.9
agree	22	64.7
strongly agree	9	26.5
Total	34	100.0

This table illustrates responses to the question 'my awareness of enterprise has been increased'.

My potential to be enterprising has been increased

	Frequency	Percent
disagree	1	2.9
neither	1	2.9
agree	25	73.5
strongly agree	7	20.6
Total	34	100.0

This table illustrates responses to the question 'my potential to be enterprising has been increased'.

The series of tables that follow are the student's responses to a list of enterprise characteristics that they believe they have learned while studying the module.

Be opportunity seeking and grasping

	Frequency	Percent
strongly disagree	1	2.9
neither	5	14.7
agree	24	70.6
strongly agree	4	11.8
Total	34	100.0

Take initiative to make things happen

	Frequency	Percent
strongly disagree	1	2.9
neither	5	14.7
agree	21	61.8
strongly agree	7	20.6
Total	34	100.0

Solve problems creatively

	Frequency	Percent
strongly disagree	1	2.9
neither	10	29.4
agree	18	52.9
strongly agree	5	14.7
Total	34	100.0

Manage myself autonomously

	Frequency	Percent
disagree	2	5.9
neither	11	32.4
agree	17	50.0
strongly agree	4	11.8
Total	34	100.0

**Take responsibility for and ownership
of things**

	Frequency	Percent
no response	2	5.9
strongly disagree	1	2.9
disagree	3	8.8
neither	9	26.5
agree	15	44.1
strongly agree	4	11.8
Total	34	100.0

See things through

	Frequency	Percent
no response	2	5.9
disagree	2	5.9
neither	9	26.5
agree	16	47.1
strongly agree	5	14.7
Total	34	100.0

Network effectively

	Frequency	Percent
strongly disagree	2	5.9
disagree	3	8.8
neither	10	29.4
agree	16	47.1
strongly agree	3	8.8
Total	34	100.0

Put things together creatively

	Frequency	Percent
no response	1	2.9
neither	10	29.4
agree	18	52.9
strongly agree	5	14.7
Total	34	100.0

Be action oriented

	Frequency	Percent
no response	1	2.9
strongly disagree	1	2.9
disagree	1	2.9
neither	11	32.4
agree	18	52.9
strongly agree	2	5.9
Total	34	100.0

Have self confidence and self belief

	Frequency	Percent
strongly disagree	1	2.9
disagree	1	2.9
neither	11	32.4
agree	15	44.1
strongly agree	6	17.6
Total	34	100.0

**Use my judgment to take
calculated risks**

	Frequency	Percent
no response	2	5.9
neither	8	23.5
agree	17	50.0
strongly agree	7	20.6
Total	34	100.0

Have ambition to achieve

	Frequency	Percent
strongly disagree	1	2.9
disagree	1	2.9
neither	5	14.7
agree	19	55.9
strongly agree	8	23.5
Total	34	100.0

Persevere

	Frequency	Percent
no response	3	8.8
neither	17	50.0
agree	12	35.3
strongly agree	2	5.9
Total	34	100.0

Control my future

	Frequency	Percent
no response	1	2.9
strongly disagree	1	2.9
disagree	3	8.8
neither	12	35.3
agree	15	44.1
strongly agree	2	5.9
Total	34	100.0

Have a preference for learning by doing

	Frequency	Percent
no response	1	2.9
disagree	1	2.9
neither	5	14.7
agree	19	55.9
strongly agree	8	23.5
Total	34	100.0

Be hardworking

	Frequency	Percent
no response	1	2.9
disagree	3	8.8
neither	6	17.6
agree	17	50.0
strongly agree	7	20.6
Total	34	100.0

Be determined

	Frequency	Percent
no response	1	2.9
disagree	1	2.9
neither	8	23.5
agree	17	50.0
strongly agree	7	20.6
Total	34	100.0

Be creative

	Frequency	Percent
no response	2	5.9
neither	6	17.6
agree	19	55.9
strongly agree	7	20.6
Total	34	100.0

Be persuasive

	Frequency	Percent
no response	1	2.9
strongly disagree	1	2.9
disagree	2	5.9
neither	8	23.5
agree	16	47.1
strongly agree	6	17.6
Total	34	100.0

Negotiate effectively

	Frequency	Percent
no response	1	2.9
strongly disagree	1	2.9
disagree	1	2.9
neither	9	26.5
agree	17	50.0
strongly agree	5	14.7
Total	34	100.0

Be good at selling

	Frequency	Percent
no response	2	5.9
strongly disagree	1	2.9
disagree	1	2.9
neither	11	32.4
agree	15	44.1
strongly agree	4	11.8
Total	34	100.0

Be good at proposing

	Frequency	Percent
no response	1	2.9
strongly disagree	1	2.9
disagree	1	2.9
neither	9	26.5
agree	17	50.0
strongly agree	5	14.7
Total	34	100.0

Manage business projects and situations as a whole

	Frequency	Percent
no response	1	2.9
strongly disagree	1	2.9
neither	7	20.6
agree	20	58.8
strongly agree	5	14.7
Total	34	100.0

Be good at strategic thinking

	Frequency	Percent
no response	1	2.9
strongly disagree	1	2.9
neither	8	23.5
agree	17	50.0
strongly agree	7	20.6
Total	34	100.0

**Make intuitive decisions under
conditions of uncertainty**

	Frequency	Percent
no response	2	5.9
strongly disagree	1	2.9
disagree	3	8.8
neither	6	17.6
agree	15	44.1
strongly agree	7	20.6
Total	34	100.0

Prior experience

	Frequency	Percent
Bachelor in international business	1	2.9
I had a small scale business during my undergraduate studies, selling things for the daily needs	1	2.9
No, but worked individually for my own projects as an architect.	1	2.9
Worked with sales at a high level for two years	1	2.9
Yes at A and degree levels	1	2.9
Yes I had entrepreneurship in business school	1	2.9
Yes I have an entrepreneurs module in my bachelors course	1	2.9
Yes I have learned about business in my undergraduate course	1	2.9
Yes I have owned a banking processes agency in India in the name of Integrity Management Services and I had successfully own the company for more than a year.	1	2.9
Yes in my work place I have. Handling staff issues	1	2.9
Yes work placement	1	2.9
Yes, did it in post graduate diploma in management	1	2.9
Yes, SMEs Enterprise	1	2.9

This table illustrates all those responses that indicated the students have had some prior experience of enterprise whether this was prior to university or prior to this module on an earlier year.

Mother is self-employed?

	Frequency	Percent
Yes - mother	12	35.3
No- mother	22	64.7
Total	34	100.0

This table illustrates how many of the students have a mother who is self-employed. In this case there are 12 respondents with a mother in self-employment.

Father is self-employed?

	Frequency	Percent
Yes - father	16	47.1
No- father	18	52.9
Total	34	100.0

This table illustrates how many of the students have a father who is self-employed. In this case there are 16 respondents with a father in self-employment.

**considered self-employment
after graduating?**

	Frequency	Percent
no response	1	2.9
Yes	25	73.5
no	8	23.5
Total	34	100.0

This table illustrates the number of respondents who have considered self-employment as an option after graduation.

Mother is self-employed? X considered self-employment after graduating?

				Total
	no response	Yes	no	
Yes - mother	1 2.9%	8 23.5%	3 8.8%	12 35.3%
No - mother	0 .0%	17 50.0%	5 14.7%	22 64.7%
Total	1 2.9%	25 73.5%	8 23.5%	34 100.0%

This tables illustrates those respondents who have a mother in self-employment are also considering self-employment. Eight respondents with a mother in self-employment are considering the option and 17 are considering self-employment who don't have a mother in self-employment.

Father is self-employed? X considered self-employment after graduating?

				Total
	no response	Yes	no	
Yes - father	1 2.9%	11 32.4%	4 11.8%	16 47.1%
No - father	0 .0%	14 41.2%	4 11.8%	18 52.9%
Total	1 2.9%	25 73.5%	8 23.5%	34 100.0%

This tables illustrates those respondents who have a father in self-employment are also considering self-employment. Eleven respondents with a father in self-employment are considering the option and 14 are considering self-employment who don't have a father in self-employment.

How soon are you planning to start-up your own business?

	Frequency	Percent
no response	9	26.5
whilst at university	1	2.9
immediately/6 months after gradtn	2	5.9
6mths - 1 year	5	14.7
1-2 years	5	14.7
2-3 years	3	8.8
3-5 years	6	17.6
after 5 years	3	8.8
Total	34	100.0

This table illustrates how soon those considering self-employment are planning to start-up their own business after graduation.

Please say how long you have been self-employed

	Frequency	Percent
no response	33	97.1
become self-employed since being at university	1	2.9
Total	34	100.0

This table illustrates that one respondent from the sample is employed and has done so since being at University.

**Overall my experience of studying
enterprise modules at Leeds Met
has been a positive experience**

	Frequency	Percent
no response	4	11.8
disagree	1	2.9
neither	1	2.9
agree	18	52.9
strongly agree	10	29.4
Total	34	100.0

This table illustrates how the respondents felt about their overall experience of enterprise modules at Leeds Met.

Entrepreneurship

Please tell us what impact, if any, this module has had on you personally in relation to learning about being enterprising. Please tell us in your own words how and why it has or hasn't.

Please think about aspects of the 'module content', and the 'assessment method' of this module. Did either impact upon your learning?

Please think about the content of this module and any impact it may have had upon your employability after graduation. For example has it enhanced any skills you believe will increase your employability or not?

Before coming to University had you any prior experience of enterprise or studying enterprise modules? E.g. at school, at A' level or work placements. If yes, please give details.

This module keeps reminding me thinking how to open my own business. Also its useful to think about global environment of any business

As I said it makes me been thinking about my brand new business in the future, if I can open it in the future.

0 no

First, all I want to be is an entrepreneur so I really want to know about doing it.

No because it is just assessment

No, but it helps me to know more about entrepreneurs and enhance my thought about it

no, never

<p>This module has helped me gain the understanding of a entrepreneur and about the skills of an enterprise. Some skills such as leadership and developing of new ideas which had lacked in me , I was able to get a better understanding on it.</p>	<p>The assignments such as business proposals are realistic and the information generation replicates that with a real one. This helps in gaining a better understanding.</p>	<p>Skills such as leadership and developing new ideas is encouraged with the help of examples of successful entrepreneur which comes accross the course content, which further helps in my employability</p>	<p>Yes I have owned a banking processes agency in India in the name of Integrity Management Services and I had successfully own the company for more than a year.</p>
<p>This module has helped me to develop and learn more about how to open up a new venture. For instance, how to write a proposal and the basic guidelines on how to go about it.</p>	<p>This module has helped me to develop and learn more about how to open up a new venture. For instance, how to write a proposal and the basic guidelines on how to go about it.</p>	<p>Yes it has enhanced my skills becasue I dont really need to wait until I get employed by some. I can actually start up my own business. Therefore it will help me to be self employed.</p>	<p>no</p>
<p>It has made me more creative on how to set up my own business</p>	<p>It has impacted on me in a positive way by havong the knowledge of being an entrepreneur.</p>	<p>Yes because it has helped me to acquire new skills on how to bring in new ideas for innovation</p>	<p>no</p>

Entrepreneurship

Please say in your own words why you would <u>not</u> consider self-employment after graduation.	If you are planning on becoming self-employed whilst at university or after graduation please explain your reasons. For example, if you want to work for yourself only, you have a really great idea for a business or because your parents are/were self-employed.	Was your decision to consider self employment as a consequence of your experience at Leeds Met?	Is all or part of your decision to become self-employed whilst at University as a consequence of your experience at Leeds Met?	As regards your ambitions to become self-employed, please list <u>any</u> attributes that you have learned or improved as a consequence of ' <u>your time</u> ' at Leeds Met that have had a positive effect on your decision to become self-employed.	If your parents are/were self-employed has this had any impact upon your decision to become self-employed or not? Please say in your own words how and why it has or hasn't.
0	Mainly my father, he has his own business. I wish I could help him to have his own enterprise.	0	0	Open free entrepreneurship lectures (which is not in the course).	0
0	I wanted to work for myself and I dont want to work for the other person	no	0	Knowing about risk, target market	Yes because I know the advantage for working for myself
No, I dont wish to be owning a business after graduation and wish to work for someone 0	0 Because the first degree which I got is a professional course- Real estate management. Therefore with my MBA which I am undergoing right now I will be able to establish my own firm and be self employed.	0 No- I have always had it in mind.	0 Because I have always admired those that have their own business- those that are self employed	0 Developing a business plan, presentation of a business plan. Strategy to be involved in opening a new venture.	0 0

I don't intending starting up a business now, I want to work for some times before going into business	0	0	0	0	0
0	I'd like to work for myself	No not at all	I wanna be responsible for myself not rely on other people who are not good at what they do.	Perserverance, being autonomous, hard- working	Yes I make my own decisions I do not follow my father
0	Me and my friends having an idea for a business from long years back, we are all doing MBA now in different universities in UK to learn the basics and achieve good international knowledge to achieve the knowledge.	0	It was my decision and not influenced by university. But university studying helped me alot in gaining knowledge.	I learnt about the structure to start a business and learned how to find the initial capital. Some finding and how to deal more effectively with business.	Surely it will do because parents look forward us to continue with our family business for betterment and surely this will impact on me.
0	My mother is self employed and has a kindergarten school of her own. I plan to join her and expand the chool by opening another branch of the school.	I was contemplating becming one before joining leeds met but after doing this course and making the business proposal assignment, I got determined.	A part of my decision is a consequence of experience at leeds met	Self driven, Creative, Hardworking, Experimental and risk taking	No, not really
0	After graduation I have to learn some. Quality same become entreprenuer. No I work 2 years after that experience. I will do something related to business.	0	0	It gave me self confidence	0

0	I wish to open my own architecture and consultancy firm. The only reason to get into MBA and then MAIB was the same.	no	0	0	It is important to understand the industry you are looking at, to work in it for a while and then task what you wish to do	Parents are working under a company
0	Dont have any particular idea decided but still something on mind.	0	0	0	Time management, decision making, co-ordinating	Yes I will look after my family business and expand it by using my education skills.
0	0	Yes, good to have own business and control by yourself. After this class I get more information about entrepreneur.	0	0	Yes after 1 or 2 years. I want to learn and get experience from big company then Ill do my own business.	no
0	No guts, no glory. I want to achieve more than in a "normal" job. I want to creat.	0	0	0	0	0
I need some more experience from another person before I start doing business	0	0	0	0	0	0
0	Learning to be an entrepreneur and take risks	Yes because Leeds Met teaches me about that	0	0	I learn independence and responsibility	No its different from what I had learnt from Leeds Met
I dont have any ideas what I would start up with	0	0	0	0	0	0
My parents are self employed	0	0	0	No, I dont think so	0	0

0	Want out of the rat race of work. Financial freedom. Great ideas	No, aspiration started some time back	No Leeds Met is part of my plan to get there	Networking, action	0
0	After graduation in a well paid job that gives me some time to attend the EMBA.	no	0	Selling and delivering proposal	n/a
0	To gain self management and financial benefits	No	0	Prior experience being self employed	0
0	Not sure to become self employed soon after graduating as the great idea is still missing	Leeds Met showed me the way to become self employed	Yes because I realised the opportunities I have during the entrepreneurship module	My business planning improves	0
0	freedom, enthusiasm. personal interests, money	No	0	I have gained a lot of general knowledge in different areas of business I feel able to understand basic finances, HRM, marketing, sales, business law, strategy etc	0
I need way more experience within existing companies	0	0	0	Self confidence, willingness to take risks, understanding of how to learn from my mistakes	0
0	0	0	0	0	yes it has a great impact because even I would prefer joining or becoming self employed
Its too early. Amybe after a years experience	0	0	0	0	0

0	There are many managers and more but the ability is insufficient	0	0	0	knowledge	no
0	I like being in control of how I work and do things	0	0	0	I have learned how to get the necessary help to set up my own business (vital)	Yes my father has 3 companies and is very independent and self determined in terms of work
N/A	N/A	Maybe, yet to finalize	0	0	strategic thinking and understanding of various aspects of business	0
I will like to work in an inspiring environment, with many different people I can learn from and work with many people	0	0	0	0	0	0
0	The opportunities of a job career working for someone. my parents can help me out with the necessary experience	no	0	0	Business planning, persuasive selling/marketing, product development ideas	yes
I need to gain experience first in the area needed before I can be self employed	0	0	0	0	0	0

Entrepreneurship

Please state in your own words the things you *liked* about this module.

Please state in your own words the things you *disliked* about this module.

Please state in your own words any suggestions for improvement of this module.

n/a

n/a

I wonder if we could get specific examples of entrepreneurship

Open my mind, expand my knowledge

None

Expand the module to become a course

Course content, Realistic assignment

0

Some assignments can be added up to the module and some more emphasis on idea generation is also required

Doing things your own way and considering your ideas. Working in a group

For the assessment, the business proposal should be increased from 1500 to about 2000.

0

Building me on how to write a report

0

0

The idea behind the module lecturer

Tutors, assessments, Work load related to mark percentage group

Have all tutors know the module and have the same criterion for material. New ideas for the assessments.

Assessment Process

0

I suggest that each student should prepare a business proposal themselves rather than working as a teams. It will give individuals very clear picture about business.

Content, assessment method, Lectures	No clarity of content as per the order of learning	A little more guidance and attention to/ consideration for pace of learning for individuals
All the module. This module I liked very much	No direct meeting with real time entrepreneur. Less business network.	Meeting with real time entrepreneur and business network.
Content, lecturer, course structure.	A little less guidance was given on financial aand other aspects of fund managing which was a big problem.	Refer above
Practical approach	0	0
Tutor, slide show	0	Need to have some people who do business come and show all their experience.
Enterprenuer inspiration in future, tutor and lecturer provided good info	Don't have guest lecturer in real business entrepreneur.	If this module have guest lecturer from the real life entrepreneur might be more helpful.
Lecture, assessment, content	0	0
The lectures and tutorials, the way the module is being carried out, the teachers	0	0

Cases, examples from real world	few practice	Put more practice exercises
Course and content is very interesting. Tutor is really helpful	0	More practice
All content so far	Group-work sometimes	0
Range of speakers and resources	N/A too early to say	Not sure
Good delivery	N/A	N/A
lecture style, content, first assessment	second assessment	0
Practical experience	Vague lectures	0
very friendly, helping, giving detailed info	0	0

The lecturer george, how to interview, make a business plan	The tutorial tutor, the tutorials	Give same messages in tutorials, include more different areas to become entrepreneur in. Include more finance before business plan
lecture	tutorial	Different classification of doing things
Doing a business proposal	Assignment instead of exam	It should go into more depth
Course content	Intensive assignments with too much inspection	Structure it more and better communication among faculties
learned about starting a business	Small focus area hoped we would learn more strategies for small business	more general theory for newly started companies
lectures	tutorials	0

Module: Policy and Management

Course: Physiotherapy

Faculty: Health

Year: 3

Sample Size: 5

Age

	Frequency	Percent
no response	1	20.0
21	1	20.0
24	3	60.0
Total	5	100.0

The age dispersal is detailed in the table above.

Gender

	Frequency	Percent
Male	2	40.0
Female	3	60.0
Total	5	100.0

The gender split is detailed in the table above.

**My awareness of enterprise has
been increased**

	Frequency	Percent
agree	4	80.0
strongly agree	1	20.0
Total	5	100.0

This table illustrates responses to the question 'my awareness of enterprise has been increased'.

**My potential to be enterprising
has been increased**

	Frequency	Percent
no response	1	20.0
neither	1	20.0
agree	3	60.0
Total	5	100.0

This table illustrates responses to the question 'my potential to be enterprising has been increased'.

The series of tables that follow are the student's responses to a list of enterprise characteristics that they believe they have learned while studying the module.

**Be opportunity seeking and
grasping**

	Frequency	Percent
no response	1	20.0
agree	4	80.0
Total	5	100.0

**Take initiative to make
things happen**

	Frequency	Percent
agree	5	100.0

Solve problems creatively

	Frequency	Percent
agree	4	80.0
strongly agree	1	20.0
Total	5	100.0

**Manage myself
autonomously**

	Frequency	Percent
agree	5	100.0

**Take responsibility for and
ownership of things**

	Frequency	Percent
agree	5	100.0

See things through

	Frequency	Percent
agree	5	100.0

Network effectively

	Frequency	Percent
neither	1	20.0
agree	4	80.0
Total	5	100.0

**Have a preference for learning by
doing**

	Frequency	Percent
neither	1	20.0
agree	2	40.0
strongly agree	2	40.0
Total	5	100.0

Put things together creatively

	Frequency	Percent
agree	4	80.0
strongly agree	1	20.0
Total	5	100.0

**Use my judgment to take
calculated risks**

	Frequency	Percent
neither	2	40.0
agree	2	40.0
strongly agree	1	20.0
Total	5	100.0

Have ambition to achieve

	Frequency	Percent
agree	4	80.0
strongly agree	1	20.0
Total	5	100.0

Have self confidence and self belief

	Frequency	Percent
agree	3	60.0
strongly agree	2	40.0
Total	5	100.0

Persevere

	Frequency	Percent
agree	2	40.0
strongly agree	3	60.0
Total	5	100.0

Control my future

	Frequency	Percent
agree	3	60.0
strongly agree	2	40.0
Total	5	100.0

Be action oriented

	Frequency	Percent
neither	1	20.0
agree	3	60.0
strongly agree	1	20.0
Total	5	100.0

Be hardworking

	Frequency	Percent
agree	4	80.0
strongly agree	1	20.0
Total	5	100.0

Be determined

	Frequency	Percent
neither	1	20.0
agree	2	40.0
strongly agree	2	40.0
Total	5	100.0

Be creative

	Frequency	Percent
neither	2	40.0
agree	2	40.0
strongly agree	1	20.0
Total	5	100.0

Be persuasive

	Frequency	Percent
neither	3	60.0
agree	1	20.0
strongly agree	1	20.0
Total	5	100.0

Negotiate effectively

	Frequency	Percent
neither	3	60.0
agree	2	40.0
Total	5	100.0

Be good at selling

	Frequency	Percent
disagree	1	20.0
neither	1	20.0
agree	2	40.0
strongly agree	1	20.0
Total	5	100.0

Be good at proposing

	Frequency	Percent
neither	1	20.0
agree	3	60.0
strongly agree	1	20.0
Total	5	100.0

Manage business projects and situations as a whole

	Frequency	Percent
neither	2	40.0
agree	2	40.0
strongly agree	1	20.0
Total	5	100.0

Be good at strategic thinking

	Frequency	Percent
neither	2	40.0
agree	2	40.0
strongly agree	1	20.0
Total	5	100.0

Make intuitive decisions under conditions of uncertainty

	Frequency	Percent
neither	2	40.0
agree	2	40.0
strongly agree	1	20.0
Total	5	100.0

Prior experience

	Frequency	Percent
In high school we had to do an enterprise project in IT	1	20.0

This table illustrates all those responses that indicated the students have had some prior experience of enterprise whether this was prior to university or prior to this module on an earlier year. In this case only one respondent had.

**considered self-employment
after graduating?**

	Frequency	Percent
no response	1	20.0
Yes	1	20.0
no	3	60.0
Total	5	100.0

This table illustrates the number of respondents who have considered self-employment as an option after graduation.

**Father is self-employed? X considered self-employment
after graduating?**

				Total
	no response	Yes	no	
Yes - father	0 .0%	1 20.0%	0 .0%	1 20.0%
No - father	1 20.0%	0 .0%	3 60.0%	4 80.0%
Total	1 20.0%	1 20.0%	3 60.0%	5 100.0%

This table illustrates those respondents who have a father in self-employment and are also considering self-employment. One respondent with a father self-employed is considering the option.

**How soon are you planning to
start-up your own business?**

	Frequency	Percent
no response	4	80.0
3-5 years	1	20.0
Total	5	100.0

This table illustrates how soon those considering self-employment are planning to start-up their own business after graduation.

**Overall my experience of studying
enterprise modules at Leeds Met
has been a positive experience**

	Frequency	Percent
agree	4	80.0
strongly agree	1	20.0
Total	5	100.0

This table illustrates how the respondents felt about their overall experience of enterprise modules at Leeds Met.

Policy and Management

Please tell us what impact, if any, this module has had on you personally in relation to learning about being enterprising. Please tell us in your own words how and why it has or hasn't.

Please think about aspects of the 'module content', and the 'assessment method' of this module. Did either impact upon your learning?

Please think about the content of this module and any impact it may have had upon your employability after graduation. For example has it enhanced any skills you believe will increase your employability or not?

Before coming to University had you any prior experience of enterprise or studying enterprise modules? E.g. at school, at A' level or work placements. If yes, please give details.

Gives you more information or enterprise, 0 about how it works and that it is

Yes the module also helps you to identify characteristics in order to be successful in interviews and in business

No

It has made me more aware of what enterprise is and how I can be involved in it

It was positive as I now understand about enterprising

understanding of enterprise

Not at all

Made me more aware of what it is and how it relates to physio, as my previous impressions was to do with decision and technology at high school.	It has encouraged me to be more independent with my learning with PBL. Also encouraged me to search different places for my info. I am much more aware of NHS and current policies	4	In high school we had to do an enterprise project in IT
It made me more aware of hat enterprise is and not to think about the normal sterotypes of entrepreneurs	The module was all PBL based- this has helped my teamwork skills		The module has enabled me to gain an iunderstanding of many issues including health and safety, leadership styles, strategies to address problem like waiting lists, cost issues- these are all things we need to know for the workplace
Given me knowledge about enterprise in general and whats it means and what it entails	0		It has not enhanced any skills, but it has given me an awareness of enterprise which may help in interviews

Policy and Management

Please say in your own words why you would <i>not</i> consider self-employment after graduation.	If you are planning on becoming self-employed whilst at university or after graduation please explain your reasons. For example, if you want to work for yourself only, you have a really great idea for a business or because your parents are/were self-employed.	Was your decision to consider self employment as a consequence of your experience at Leeds Met?	Is all or part of your decision to become self-employed whilst at University as a consequence of your experience at Leeds Met?	As regards your ambitions to become self-employed, please list <i>any</i> attributes that you have learned or improved as a consequence of ' <i>your time</i> ' at Leeds Met that have had a positive effect on your decision to become self-employed.	If your parents are/were self-employed has this had any impact upon your decision to become self-employed or not? Please say in your own words how and why it has or hasn't.
0	I would eventually like to set up my own clinic and develop properties	0	I have always wanted to set up a physio clinic and charity event	0	0
Because it is not a secure job especially in the recession	0	0	0	0	0
Not as much stability. Lack of things such as holidays and sick pay	0	0	0	0	0
Because I want to work for the NHS	0	0	0	0	0
Need experience before going into self employment	0	0	0	0	0

Policy and Management

Please state in your own words the things you *liked* about this module.

Please state in your own words the things you *disliked* about this module.

Please state in your own words any suggestions for improvement of this module.

Information/ knowledge given

0

0

It was organised

Was not interested in enterprise

0

Group work, learning about current policies, employment info.

Cloth hall court

Better location for lectures

Groupwork PBL. Learning about things I didnt know before

With PBL you tend to know a lot about your section of work but not so much about the other sections

0

Concise, fun, team working

0

0

Module: Clinical and professional skills

Course: Sport & Exercise Therapy

Faculty: Health

Year: 3

Sample Size: 3

Age

	Frequency	Percent
20	2	66.7
21	1	33.3
Total	3	100.0

The age dispersal is detailed in the table above.

Gender

	Frequency	Percent
Male	1	33.3
Female	2	66.7
Total	3	100.0

The gender split is detailed in the table above.

My awareness of enterprise has increased

	Frequency	Percent
agree	1	33.3
strongly agree	2	66.7
Total	3	100.0

This table illustrates responses to the question 'my awareness of enterprise has been increased'.

My potential to be enterprising has been increased

	Frequency	Percent
agree	2	66.7
strongly agree	1	33.3
Total	3	100.0

This table illustrates responses to the question 'my potential to be enterprising has been increased'.

The series of tables that follow are the student's responses to a list of enterprise characteristics that they believe they have learned while studying the module.

Be opportunity seeking and grasping

	Frequency	Percent
agree	2	66.7
strongly agree	1	33.3
Total	3	100.0

Take initiative to make things happen

	Frequency	Percent
neither	1	33.3
agree	2	66.7
Total	3	100.0

Solve problems creatively

	Frequency	Percent
disagree	1	33.3
agree	2	66.7
Total	3	100.0

Manage myself autonomously

	Frequency	Percent
neither	1	33.3
agree	2	66.7
Total	3	100.0

Take responsibility for and ownership of things

	Frequency	Percent
neither	2	66.7
strongly agree	1	33.3
Total	3	100.0

See things through

	Frequency	Percent
neither	1	33.3
agree	2	66.7
Total	3	100.0

Network effectively

	Frequency	Percent
neither	1	33.3
agree	2	66.7
Total	3	100.0

Put things together creatively

	Frequency	Percent
neither	1	33.3
agree	2	66.7
Total	3	100.0

**Use my judgment to take
calculated risks**

	Frequency	Percent
neither	1	33.3
agree	2	66.7
Total	3	100.0

Have ambition to achieve

	Frequency	Percent
neither	1	33.3
agree	1	33.3
strongly agree	1	33.3
Total	3	100.0

Have self confidence and self belief

	Frequency	Percent
neither	2	66.7
strongly agree	1	33.3
Total	3	100.0

Persevere

	Frequency	Percent
neither	2	66.7
agree	1	33.3
Total	3	100.0

Control my future

	Frequency	Percent
neither	1	33.3
agree	2	66.7
Total	3	100.0

Be action oriented

	Frequency	Percent
neither	1	33.3
agree	2	66.7
Total	3	100.0

**Have a preference for learning
by doing**

	Frequency	Percent
neither	1	33.3
agree	2	66.7
Total	3	100.0

Be hardworking

	Frequency	Percent
agree	3	100.0

Be determined

	Frequency	Percent
agree	3	100.0

Negotiate effectively

	Frequency	Percent
agree	3	100.0

Be creative

	Frequency	Percent
agree	3	100.0

Be persuasive

	Frequency	Percent
agree	3	100.0

Be good at selling

	Frequency	Percent
neither	1	33.3
agree	2	66.7
Total	3	100.0

Be good at proposing

	Frequency	Percent
agree	2	66.7
strongly agree	1	33.3
Total	3	100.0

Manage business projects and situations as a whole

	Frequency	Percent
disagree	1	33.3
neither	1	33.3
agree	1	33.3
Total	3	100.0

Be good at strategic thinking

	Frequency	Percent
neither	1	33.3
agree	2	66.7
Total	3	100.0

Make intuitive decisions under conditions of uncertainty

	Frequency	Percent
neither	1	33.3
agree	2	66.7
Total	3	100.0

Father self-employed?

	Frequency	Percent
Yes - father	1	33.3
No- father	2	66.7
Total	3	100.0

This table illustrates how many of the students have a father who is self-employed. In this case there is 1 respondent with a father in self-employment.

Future career considered self-employed after graduating?

	Frequency	Percent
Yes	2	66.7
no	1	33.3
Total	3	100.0

This table illustrates the number of respondents who have considered self-employment as an option after graduation.

Father self-employed? X considered self-employed after graduating?

			Total
	Yes	no	
Yes - father	1 33.3%	0 .0%	1 33.3%
No- father	1 33.3%	1 33.3%	2 66.7%
Total	2 66.7%	1 33.3%	3 100.0%

This table illustrates those respondents who have a father in self-employment are also considering self-employment. One respondent with a father self-employed is considering the option and 1 is considering self-employment who doesn't have a father in self-employment.

How soon are you planning to start-up your own business? Please tick one appropriate to you.

	Frequency	Percent
no response	1	33.3
6mths - 1 year	1	33.3
3-5 years	1	33.3
Total	3	100.0

This table illustrates how soon those considering self-employment are planning to start-up their own business after graduation.

Overall my experience of studying enterprise modules at Leeds Met has been a positive experience

	Frequency	Percent
agree	3	100.0

This table illustrates how the respondents felt about their overall experience of enterprise modules at Leeds Met.

Clinical and Professional Skills

Please tell us what impact, if any, this module has had on you personally in relation to learning about being enterprising. Please tell us in your own words <u>how and why</u> it <u>has or hasn't</u> .	Please think about aspects of the ' <u>module content</u> ', and the ' <u>assessment method</u> ' of this module. Did either impact upon your <u>learning</u> ?	Please think about the content of this module and any impact it may have had upon your <u>employability</u> after graduation. For example has it enhanced any <u>skills</u> you believe will increase your employability or not?	Before coming to University had you any prior experience of enterprise or studying enterprise modules? E.g. at school, at A' level or work placements. If yes, please give details.
That it isn't straight forward and requires hard work	Its very interactive which I like and not essay orientated	Given me know how to become self employed	0
I have learned a lot about how to be entrepreneurship by thinking outside the box	I feel that even though I am enjoying the module, I think that there are many different ways in which we are obsessed which is having a negative impact on the time available for other work, however this is a positive aspect as we do not have to rely on one assignment method for a good mark	I feel that having done this module it will improve and enhance my already learnt skills both academically and personally in a positive way	No

It has helped me understand how much time and effort goes into developing your own business and gave me a good idea of what to do in the future if I want to start my own business in the future

The assessment has been really helpful as it has made me more confident when giving presentations and speaking in front of people

Yes I think I am much more aware now of what skills are needed to be an entrepreneur and I believe these skills include being passionate, developing ideas and communicating with other people

Clinical and Professional Skills

Please say in your own words why you would <u>not</u> consider self-employment after graduation.	If you are planning on becoming self-employed whilst at university or after graduation please explain your reasons. For example, if you want to work for yourself only, you have a really great idea for a business or because your parents are/were self-employed.	Was your decision to consider self employment as a consequence of your experience at Leeds Met?	Is all or part of your decision to become self-employed whilst at University as a consequence of your experience at Leeds Met?	As regards your ambitions to become self-employed, please list <u>any</u> attributes that you have learned or improved as a consequence of ' <u>your time</u> ' at Leeds Met that have had a positive effect on your decision to become self-employed.	If your parents are/were self-employed has this had any impact upon your decision to become self-employed or not? Please say in your own words how and why it has or hasn't.
0	Jobs in my field are rarely advertised so its who you know. Self employment cuts out that hassle.	Because of the degree Im doing	0	0	They are not self employed
I would not consider self-employment as I feel that I need to be employed first for a few years to get a feel of how to go about things in the profession	0	0	0	0	0
0	It is a possibility after gaining some experience first	It has helped doing the business module and has given me another possible career option.	0	Believe in myself and have confidence	Yes it has but it makes me realise how difficult it is

Clinical and Professional Skills

Please state in your own words the things you *liked* about this module.

Please state in your own words the things you *disliked* about this module.

Please state in your own words any suggestions for improvement of this module.

Given an insight into the work needed to set up a business

Repetitive, information overload

Give practical examples not just theoretical

Group work, creativity in lectures

0

0

Working as a team, developing ideas, creating posters 0

n/a